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ABSTRACT

From January to May, 1989, community programs funded by the Colorado Preschool Program (CPP) were implemented in 33 school districts. In this paper, findings are presented from the evaluation of the CPP's continued implementation in 36 districts from June, 1989, to May, 1990, and the related development of statewide evaluation and accountability procedures. The evaluation was broad-based, comprehensive, and utilized multiple measures. Findings concern outcomes for community collaboration, family/school partnership, children, and staff development, as well as dissemination, benefits, and recommendations. It is concluded that the CPP is improving the lives of children and families. Many of the benefits will be seen in years to come, but positive changes are already visible. (RH)

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COLORADO PRESCHOOL PROGRAM

PROGRESS REPORT

1989-1990

A REPORT TO THE COLORADO GENERAL ASSEMBLY

ED330482

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DEDICATION

This report is dedicated
to Colorado's young children,
their families,
their teachers,
and the legislators
who serve them.

TABLE OF CONTENTS

INTRODUCTION

I. OUTCOMES FOR COMMUNITY COLLABORATION 6

A. Colorado Preschool Program Advisory Councils 6
B. Types of Service Delivery 11

II. OUTCOMES FOR FAMILY-SCHOOL PARTNERSHIP 15

A. Training For Family-School Partnerships 15
B. Data on Family-School Partnerships 17
C. Summary 33

III. ASSESSMENT TRAINING AND OUTCOMES FOR CHILDREN 33

A. Training For Child Evaluation 33
B. Data On Children 42

IV. OUTCOMES FOR STAFF DEVELOPMENT 52

A. Training and Technical Assistance For Quality Early Childhood Education 52
B. Data On Staff Development Outcomes 63
C. Summary 68

V. DISSEMINATION 70

A. Local Dissemination 70
B. National Dissemination 70
C. International Dissemination 71

VI. BENEFITS AND RECOMMENDATIONS 72

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COLORADO PRESCHOOL PROGRAM
PROGRESS REPORT
1989-90

A Report to the Colorado General Assembly

INTRODUCTION

Colorado legislators recognized the importance of providing a program for four-year-old children in need of language development since language skills are highly correlated with later school success. In 1988, legislation was passed to allocate funds for the Colorado Preschool Program (CPP), and in January, 1989, monies became available for community programs to serve 2,000 at-risk preschoolers and their families. Initial funding was appropriated for implementation of these programs but not for program evaluation. To assist in the development of quality early childhood programs, the Clayton Foundation, the Colorado Department of Education (CDE), the Piton Foundation, and the INREAL Outreach Education Center, University of Colorado, Boulder, formed a partnership to conduct a three-phase evaluation plan for the CPP. The responsibilities of the INREAL Outreach Education Center were to: 1) develop the overall program evaluation and accountability design, 2) provide training to school district personnel for implementing quality early childhood programs, and 3) assist districts in conducting their own program evaluation in succeeding years. From July, 1989 through August 1990, INREAL provided training in child development, early childhood practices, family-school relationships, evaluation procedures and methods, and transition practices from preschool to kindergarten.

From January to May, 1989, programs were implemented in 33 school districts. The progress report for the first year is available through CDE. This report covers

continued program implementation and development of statewide evaluation and accountability procedures for 36 districts that participated from June, 1989 - May, 1990.

The Progress Report Format

From the June, 1989, Progress Report, INREAL determined that the evaluation of the CPP required a broad-based, comprehensive approach, utilizing multiple measures. Four components were identified: 1) families, 2) children, 3) staff, and 4) community/state. Figure 1 provides a conceptual framework of the activities, purpose, and outcomes of the evaluation design. The design was reviewed and agreed upon by CDE, the Piton Foundation staff, and the Clayton Foundation staff.

The progress report team was composed of personnel from the CDE, Clayton Foundation, and INREAL. This team reviewed data gathered by INREAL and by staff at local sites. These data include:

- a child/family demographic survey on each child enrolled in the program;
- beginning and end-of-the-year language screening evaluation;
- staff needs assessment;
- staff development and course evaluations;
- on-site observations, parent participation reports parent satisfaction surveys;
- site demographic information; and
- staff/volunteer information

INREAL staff visited all 36 districts to work with the project administrators, teachers, paraprofessionals, and parents. This report includes the findings generated from the information gathered. Specifically, the following areas were examined:

I. **Outcomes for Community Collaboration**

The program advisory council in each district assists the preschool program in developing policy, organizing service, and coordinating community support. Each district, with its advisory council, determines how community resources are used to provide children and their families a quality program. The 36 districts use a wide variety of resources to meet program needs.

II. **Outcomes for Family - School Partnership**

The families of the children in the CPP are an integral part of the children's educational experience. Families participated in training and shared directly in activities regarding their child's learning. Families also received new services to meet their needs. Overall, the families voiced high appreciation for the preschool program.

III. **Outcomes for Children**

To assure that the intentions of the mandate to serve children with language difficulties are met, it is critical that preschool educators identify selection criteria that allow the children and families with the greatest need to participate in the program. Measuring the gains, both short-term and long-term, help to determine program effectiveness.

IV. **Outcomes for Staff Development**

INREAL provided training in child development, early childhood practices, family-school relationships, and evaluation procedures through regional workshops, summer classes, and on-site visits. All CPP staffs participated in at least one type of training throughout the year. Evaluation of the quality of staff development was high and positive.

V. **Dissemination**

The design of the preschool program and the process of staff development and evaluation have been shared locally, nationally, and internationally.

VI. Recommendations

Sharing what has been learned from the implementation, staff development, and evaluation of the second year of the CPP is needed to improve the quality and effectiveness of the program.

This is a comprehensive report of all the components of the CPP.

Figure 1

Colorado Preschool Program:

Evaluation Design

FAMILIES
ACTIVITY:

- Evaluation of Parent Involvement and Satisfaction with CPP
  - *-parent/teacher expectation*
  - *-identification of family strengths/needs*
  - *-documentation of parental involvement*
  - *-parent satisfaction survey*

PURPOSES/OUTCOMES
- *-to facilitate family-school partnerships*
- *-to increase parent participation, support and leadership in their child's education*
- *-to increase services for families*
- *-to assist parents in learning about child development and parenting*

CHILDREN
ACTIVITY:

- Evaluation of Child Change

  Record of Child Development
  - *-portfolio assessment*
  - *-assessment of language and play skills (pre/post)*
  - *-video analysis*

- Longitudinal follow-up study of educational progress of children

PURPOSES/OUTCOMES
- *-to assist parents and teachers in determining strengths and needs of children*
- *-to assist teachers in development of individualized learning plans for children*
- *-to assist children in development of self-evaluation skills*
- *-to determine short and long-term effects of the CPP on children's educational progress*

STAFF
ACTIVITY:

- Evaluation of Staff Development Program
  - *-identification of staff strengths*
  - *-participation in inservice workshops*
  - *-individual staff self-evaluation with input from program supervisors*

- Evaluation Skills
  - *-inservices on evaluation*
  - *-review of selected evaluation tools with staff supervisors*

- Staff Satisfaction Survey
  - *-inservice programs*
  - *-CPP*

PURPOSES/OUTCOMES
- *-to assist staff in individualized plans for development of skills*
- *-to assist staff in increasing skills for self-evaluation of learning*
- *-to develop local site evaluation expertise*
- *-to assure reliability in administration of evaluation tools*

COMMUNITY/STATE
ACTIVITY:

- Evaluation of Community/Agency Involvement
  - *-documentation of community/agency collaboration*
  - *-documentation of new services generated for child/family*
  - *-ratings of interagency relationships and services*

PURPOSES/OUTCOMES
- *-to increase local community support for quality early childhood education*
- *-to increase community support services for quality early childhood education*
- *-to obtain ongoing funding for the program*

I. OUTCOMES FOR COMMUNITY COLLABORATION

A. Colorado Preschool Program Advisory Councils

Legislation mandated that CPP districts establish advisory councils to assist in the implementation of programs and to facilitate coordination of services. Membership of the council consists of the school district superintendent or designee and other members that the superintendent appoints. Representatives may include, but are not limited to, county or district health, social service, job training, Head Start programs, and child care agencies as well as parents of preschool children.

1. Training for Community Collaboration

The focus of training and technical assistance at the community level was on how each program advisory council functioned. The focus arose from needs expressed by both the State Advisory Council and some of the local advisory councils. Many local council members had not been aware of the State Advisory group. The state group began to see its role as supporting the local groups, but needed information to provide support. A survey, designed by the state council members and the INREAL staff, was used to gather the necessary data. The survey prompted the local council members to consider their advisory council functioning in an evaluative way.

The training for the community component with the program administrators centered around the purpose of the survey and the procedures for completing it.

2. Data On Community Collaboration

Thirty-two districts reported information about their advisory council's functions, accomplishments, and goals. The majority of the councils had 8 to 15 members, but membership ranged from 5 to 48. Members included parents, school district personnel, representatives from government agencies, private business, and community agencies/organizations. Table 1 shows a breakdown of the membership within these categories, as well as the number of meetings held in each district. The number of full advisory council meetings ranged from 0 to 31. In some districts, sub-committee meetings were held in addition to the regularly

scheduled council meetings.

Members of the councils perceived their functions to be:

- establishing enrollment criteria
- cultivating interagency collaboration
- supporting the preschools
- developing policy and goals
- monitoring the program
- supporting parent participation
- communicating with school boards
- promoting public relations

Accomplishments of the advisory councils included:

- establishing and organizing the advisory council
- writing the initial preschool grant
- organizing the preschools
- establishing enrollment criteria
- selecting standardized screening instruments
- exploring family issues (participation, resources, equity, education)
- monitoring program progress
- communicating with other agencies

Goals of the advisory councils are similar to the areas listed above, indicating a desire to expand and refine initial accomplishments:

- to explore more community involvement and parent participation
- to encourage parent partnerships
- to develop internal program evaluation mechanisms

When polled about their relationship with the State Advisory Council, districts knew relatively little about its function and membership. Specific recommendations from the districts to the State Advisory Council include developing a political base, providing guidelines for program implementation, sharing information, and evaluating preservice early childhood programs. The districts also expressed a need for more communication among district advisory councils, as well as state guidelines for the role of the advisory council.

The results of the survey clearly show that advisory councils are developmental in nature and are in the process of refining and broadening their initial responsibilities. Many council members indicated a desire for more communication among the local advisory councils as well as interaction with the State Advisory Council.

Table 1

ADVISORY COUNCIL

Categories and Distribution of Members and Number of Annual Meetings by District 1989-90

	School District						Government Agency						Private			Community			
	Administrators	Teachers	Support Staff	Paraprofessionals	BOE	Child Find	Social Services	Head Start	Public Health	Migrant	Other	Higher Education	Business/Consultant	Private Preschool	Health Care Providers	Parents	Senior Citizens	Agency	# of Meetings
Adams County District 14 (Commerce City)	4	1					1	2					2	1		1			9
Adams-Weld District 27J (Brighton)	3	2				1	1	1	1					1		1			1
Alamosa District RE11J	4	2					1	1	1					2		2		3	2
Arapahoe District 2 (Sheridan)	2															9			1
Boulder Valley District RE-2	5				1	1	1		3			3		3		4		3	24
Cherry Creek District 5 (Denver)	4	4	5			1								3		2			8
Denver County District 1	13		1			1	1	2	1		1	2	1	1		2			16
East Grand District 2 (Granby)	3		2						1		1			1					9
East Otero District R-1 (La Junta)	1						1	3	1			1			8	3		2	2
El Paso District 11 (Colorado Springs)	3	3	1		1						1		2		2	2			2
Harrison District 2 (Colorado Springs)	3	2																	31
Hinsdale County District Re-1 (Lake City)	1	2	1		3														3

ADVISORY COUNCIL
Categories and Distribution of Members and Number of Annual Meetings by District (Cont.)
1989-90

	School District						Government Agency						Private			Community			
	Administrators	Teachers	Support Staff	Paraprofessionals	BOE	Child Find	Social Services	Head Start	Public Health	Migrant	Other	Higher Education	Business/Consultant	Private Preschool	Health Care Providers	Parents	Senior Citizens	Agency	# of Meetings
Huerfano District RE-1 (Gardner/Walsenburg)	2	3			2											4			8
Jefferson County Schools (Denver)																			3
Julesburg District RE-1	2	2		1			1		1			1	1	1	1	1			3
Lake County District R-1 (Leadville)	2		1		1		1									1	1		9
Lamar District RE-2	4	2	2	1	1			1	1					3	7				4
Las Animas District 1 (Trinidad)	3					1	1		1						1	2			13
Logan County District 1 (Sterling)	1	1	2			1	1	1	1			2		1		2			4
Mesa County District 51 (Grand Junction)	9	1	2			1	1	1			1	1		3		1			10
Monte Vista District C-8	4	1	2			1	1				1					35			12
Montezuma-Cortez District RE-1	2	1		1		1		2	1							2			1
Montrose District RE-1J	6	1	1				1		1		1					1		1	4
Ft. Morgan District RE-3																10		2	3

Categories and Distribution of Members and Number of Annual Meetings by District (Cont.) 1989-90

	School District						Government Agency						Private			Community			
	Administrators	Teachers	Support Staff	Paraprofessionals	BOE	Child Find	Social Services	Head Start	Public Health	Migrant	Other	Higher Education	Business/Consultant	Private Preschool	Health Care Providers	Parents	Senior Citizens	Agency	# of Meetings
Platte Valley District RE-7																			3
Poudre District R-1 (Ft. Collins)	5										2				1	1		2	3
Pueblo District 60	13	1					1	2	2		1	1		2		2		4	21
Rio Blanco BOCES (Rangely)	2	3	1	1			2		1			2		1	2			1	1
Springfield District RE-4	7	2	6	2		1	2		2		3					4			8
Weld County District RE-8 (Ft. Lupton)	1	6												1		5			16
Weld County RE-1 (Gilcrest)																			2
Weld County Dist. 6 (Greeley)	5	1	1				2		2	2	2	4		4			2		13
West End Dist. RE-2 (Nucla)	2	1		1												7			4
Brush Dist. RE-2J	1	2			1		1												0
North Park Dist. R-1 (Walden)	2	1					1		1		1					1		1	6
Stratton Dist. R-4	3	3	1				1				1		3			1			4

B. Types of Service Delivery

Each of the participating 36 school districts identified in Figure 2, was responsible for developing a program that used existing community resources to provide quality education for children and to meet the needs of their families. Four categories of resources were tapped to develop service delivery for the preschool programs: a) school districts, b) public agencies, c) private agencies, and d) institutions of higher education. Each community designed its type of service delivery using one or more of the above resources.

Resource Type A represents programs established and supervised by the funded district in either of the following ways: 1) CPP children are integrated into existing district preschool programs, or new classrooms within the schools are established to provide services, and/or 2) if a district contracts out the whole program with another agency, administrative or other support may still be provided.

Resource Type B represents school districts that contract services with agencies which receive public funds, such as Head Start Programs, Community Center Boards, and Developmental Disabilities Services. Within these agencies, some classes are created specifically for CPP children and some CPP children are integrated into existing classrooms.

Resource Type C represents districts that contract with private profit and nonprofit agencies serving a variety of other needs in the community, such as preschools, daycares, YMCAs, and health care facilities. No district uses this type exclusively.

Resource Type D represents districts that contract with institutions of higher education. This type is also used only in conjunction with other types.

FIGURE 2

COLORADO PRESCHOOL PROGRAM DISTRICTS

Adams County District 14 (Commerce City) 1
Adams-Weld District 27J (Brighton) 2
Alamosa District Re-11J 3
Arapahoe District 2 (Sheridan) 4
Boulder Valley District Re-2 5
Cherry Creek District 6
Denver Public Schools 7
East Grand District 2 (Granby) 8
East Otero District R-1 (La Junta) 9
El Paso District 11 (Colorado Springs) 10
Harrison District 2 (Colorado Springs) 11
Hinsdale County District Re-1 (Lake City) 12
Huerfano District Re-1 (Walsenburg & Gardner) 13
Jefferson County Public Schools 14
Julesburg District Re-1 15
Lake County District Re-1 (Leadville) 16
Lamar District Re-2 17
Las Animas District 1 (Trinidad) 18
Logan County Valley District Re-1 (Sterling) 19
Mesa County Valley District 51 (Grand Junction) 20
Monte Vista District C-8 21
Montezuma-Cortez District Re-1 22
Montrose District Re-1J 23
Morgan District Re-3 (Fort Morgan) 24
Platte Valley District Re-7 (Kersey) 25
Poudre District R-1 (Fort Collins) 26
Pueblo District 60 27
Rio Blanco BOCES (Rangely) 28
Springfield District Re-4 29
Weld County District Re-8 (Fort Lupton) 30
Weld County District Re-1 (Gilcrest) 31
Weld County District 6 (Greeley) 32
West End District Re-2 (Naturita/Nucla) 33
Brush District Re-2J 34
North Park District R-1 (Walden) 35
Stratton Public School R-4 36

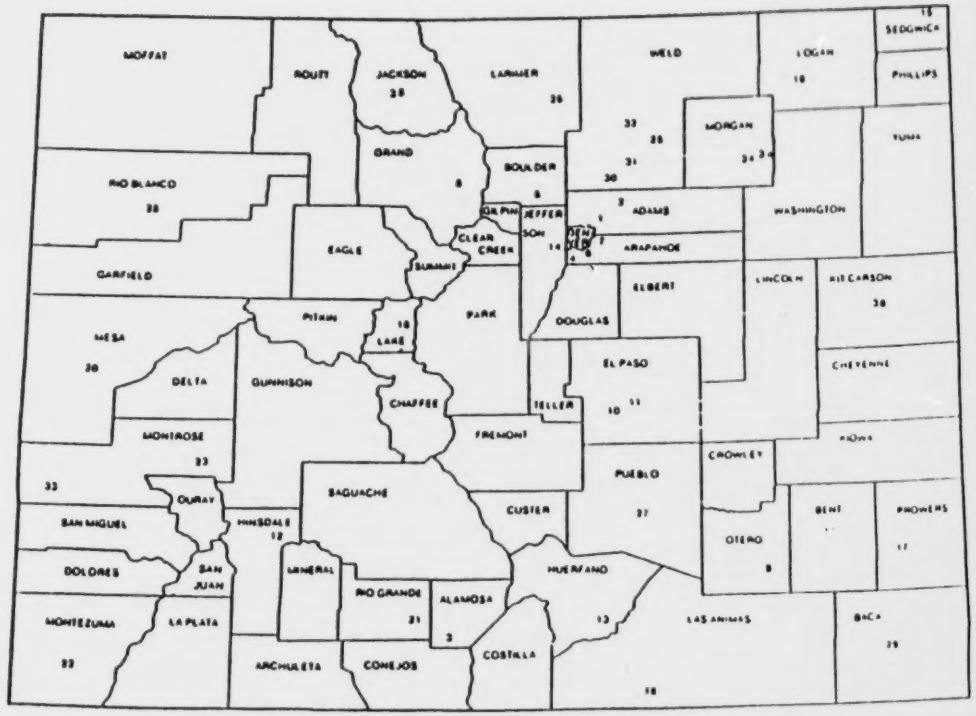


Table 2 displays the types and combinations of types used by the districts to deliver services. Forty-two percent of the districts employ a collaborative approach by combining two, three, or four of the types. Fifty-eight percent of the districts use only Type A or Type B. By and large, districts maintained service delivery patterns established during the first year.

TABLE 2

Service Delivery Types By Districts

	Resource Types
Adams County District 14 (Commerce City)	AB
Adams-Weld District 27J (Brighton)	A
Alamosa District RE-11J	A
Arapahoe District 2 (Sheridan)	AB
Boulder Valley District Re-2	ABCD
Brush District Re-2J	A
Cherry Creek District 5	AB
Denver Public Schools	ABC
East Grand District 2 (Granby)	AC
East Otero District R-1 (La Junta)	B
El Paso District 11 (Colorado Springs)	A
Harrison District 2 (Colorado Springs)	AB
Hinsdale County District Re-1 (Lake City)	A
Huerfano District Re-1 (Walsenburg/Gardner)	A
Jefferson County Public Schools	A
Julesburg District Re-1	A
Lake County District R-1 (Leadville)	ABC
Lamar District Re-2	AC
Las Animas District (Trinidad)	AB
Logan County Valley District Re-1 (Sterling)	ACD
Mesa County Valley District 51 (Grand Junction)	ABC
Monte Vista District C-8	A
Montezuma-Cortez District Re-1	A
Montrose District Re-1J	A
Morgan District Re-3 (Fort Morgan)	B
North Park District R-1 (Walden)	AC
Platte Valley District Re-7 (Kersey)	B
Poudre District R-1 (Fort Collins)	A
Pueblo District 60	ABC
Rio Blanco BOCES (Rangely)	A
Springfield District Re-4	A
Stratton District R-4	A
Weld County District Re-8 (Fort Lupton)	A
Weld County District Re-1 (Gilcrest)	B
Weld County District 6 (Greeley)	ABC
West End District Re-2 (Naturita/Nucla)	A

II. OUTCOMES FOR FAMILY-SCHOOL PARTNERSHIP

Families have been considered an integral part of the CPP from the initial legislation to daily program implementation. The intent of the CPP is to include families as equal partners in all aspects of the educational process. The importance of family participation beyond traditional involvement is clearly documented in research. This section describes the training, technical assistance, and evaluation provided to help staff members develop family-school partnerships.

A. Training for Family-School Partnership

INREAL conducted five regional work sessions and two courses during the academic year and summer which were focused on bringing staff and parents together. The purpose of these workshops and courses was for parents and educators to identify their expectations of themselves and each other in relation to the children's learning. As educators and parents began to formulate mutual expectations of each other, three components of a true partnership emerged: (a) communication between parents and educators was enhanced, (b) they (parents and staff) developed a philosophy of family-school relationships, and (c) the parents' and educators' expectations served as the basis for the content of the parent satisfaction survey. The majority of the programs participated in this phase of the training.

Common expectations of educators were to:

- communicate honestly
- provide a safe environment
- make learning enjoyable
- monitor each child's growth and development
- increase professional involvement
- nurture children
- respect and know each child individually

Common expectations of parents were to:

- communicate honestly
- be involved in programs and their child's goals
- support programs and teachers
- be an active partner in their child's education
- follow through with activities at home

Both parents and educators evaluated the courses favorably. One educator who participated as a parent, expressed her appreciation of the work, saying:

> *This class will never actually be over for me because it has changed me as a professional and as a parent. Thank you so much for this experience.*

The INREAL staff offered additional training to CPP educators in their understanding and evaluation of: 1) descriptions of families, 2) parent participation, 3) new services to families, and 4) parent satisfaction.

1. Descriptions of Families

A survey for collecting family-child demographic data was designed by CDE and INREAL staffs to describe the characteristics of families and children served by CPP. These data were analyzed to determine whether the children/families served by CPP were those intended by the legislation. This survey was required of all programs. Training for CPP educators was designed to: 1) clarify the purpose of the survey, and 2) instruct on how to collect the data (data must be collected through interviews).

2. Parent Participation

The underlying purpose in this training was to help the staff members discover and be responsive to how families were participating. The training was exploratory rather than prescriptive because the majority of the staff members felt that accounting for parent involvement was too burdensome. The training encouraged them, first, to revalue parent engagement, and then to collect the data that reflected the new attitudes. Also, by exploring with staff members, rather than prescribing, the rich and unique aspects of parent participation in each program could be seen. Rethinking the relationships between families and schools helped staff to be sensitive to new types and different levels of parent involvement. Rather than just counting how many mothers brought treats for the class parties, the preschool staff members began to value and account for such things as parents stopping to talk, calling to discuss their child, and helping other parents.

3. New Services to Families

One goal of the CPP is to assist families with needs by finding agency support outside of education. The purpose of training in this aspect of evaluation is two-fold: 1) to have educators become aware of family needs beyond the child, and 2) to facilitate interagency collaboration. Accounting for the actual use of other services by families is perfunctory once staff assume the responsibility for knowing what services are available and how to help families access them.

Again, this training was not aimed at teaching staff members how to count services as much as it was to help them see their role as educator in light of the whole family rather than just the child. The majority of the districts participated in the training.

4. Parent Satisfaction

The training for evaluating parent satisfaction was managed in two ways. First, each district staff was supported in developing their own parent satisfaction survey based on the work done with parent expectations (described above). Second, INREAL developed a standard survey with input from districts (staff and parents). All programs used this survey in addition to their own.

Ten programs designed their own survey and reported data, and all but two districts administered the standard survey. Several programs have made remarkable efforts in their evaluation of parent satisfaction. These districts conducted mid-year surveys, so that timely program adaptations could be made. Overall, the staff members appeared to take care in ensuring anonymity and encouraging parent response.

B. Data On Family-School Partnerships

CPP districts were requested to collect data related to family-school partnerships. The data were collected in the following areas: 1) description of families, 2) parent participation, 3) new services to families, and 4) parent satisfaction.

1. Description of Families

The CPP geographic distribution for 1989-90 was as follows: 32% urban, 29% rural, 20% semi-urban, and 19% suburban. This geographic distribution of the

CPP population was compared to that of the total school population in Colorado (see Figures 3 and 4). These results show that suburban programs were underrepresented in CPP programs in 1989-90; in the current year the suburban proportion has increased to 23% of the total.

FIGURE 3

DISTRIBUTION OF CPP POPULATION

1989-1990

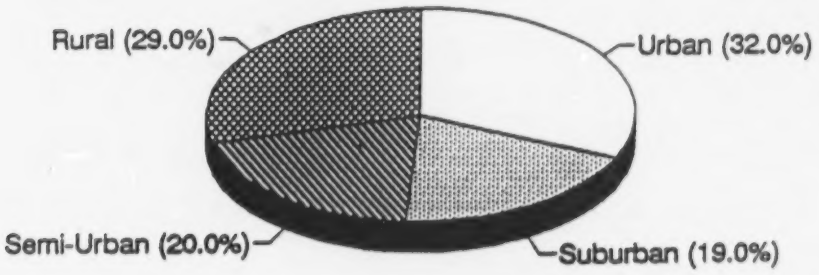
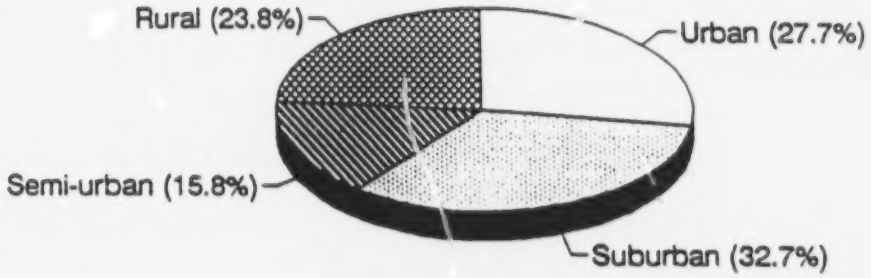


FIGURE 4

DISTRIBUTION OF SCHOOL POPULATION IN COLORADO

1989-1990



Recent research has indicated certain predictors that can be identified with students placed at risk for educational failure. Factors that place families at risk include: 1) racial or ethnic minority status, 2) non-English speaking family, 3) school dropouts in the family, 4) low socio-economic status, 5) single parent household, 6) teenage mothers, and 6) frequent family moves. Many of these risk characters were present in the families served by the preschool programs and were used as entrance criteria.

The results of the family survey for the 1989-90 school year are presented in Table 3. These results show that the preschool programs have progressed in their efforts to select those children and families most in need of the service.

As shown in Figure 5, about two-thirds of the families had annual incomes of less than $20,000. Income was reported by ranges as follows: 46% less than $15,000; 20% between $15,000 and $20,000; 12% between $20,000 and $25,000; 9% between $25,000 and $30,000; 6% between $30,000 and $35,000;and 8% over $35,000.

FIGURE 5

TOTAL FAMILY INCOME
1989-1990

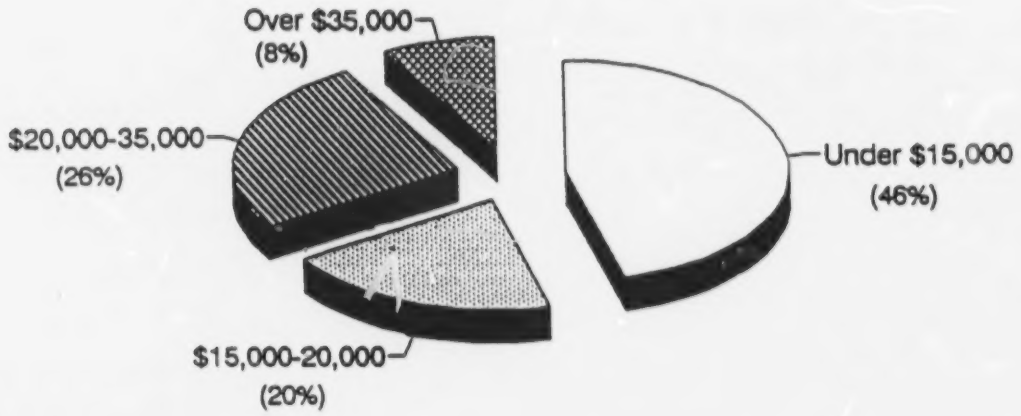


TABLE 3

ALL CPP PROGRAMS

COLORADO PRESCHOOL PROGRAM - SUMMARY OF ASSESSMENT SURVEY

1989-1990

PART I. INFORMATION ABOUT CHILD IN A COLORADO PRESCHOOL PROJECT

No. of Boys: 1,090 (53.7%)

No. of Girls: 938 (46.3%)

Ethnicity

Native American Indian/Alaskan Native: 1.2% Black: 9.7%
Asian/Pacific Islander: 2.9% Hispanic: 35.1%
White: 49.3% Other: 1.8%

Total minority - 50.7%

Language(s) other than English regularly spoken at home:

Spanish - 17.1%

Other Non-English - 4.2%

SCHOOL HISTORY (includes preschool, day care, nursery school, Head Start etc...):

Has child attended school before? Yes: 37.2% No: 62.8%

How long? 6 months: 31.2% (10.9%) 1 year: 48.2% (16.8%)
2 years: 11.8% (4.5%) More than two years: 8.8% (3.3%)

The number in parentheses is the percent of the total; the other is the percent of those children who have attended preschool before.

School where child will attend kindergarten:
Specific kindergarten to be attended was given for 1,701 children.

PART II. FAMILY INFORMATION

Parents

Mother	Father	
25.5%	22.3%	Percent with less than High School Education
29.7 yrs.	32.4 yrs.	Current Mean Age

Occupation:

5.5%	7.5%	Managerial/Professional
22.6%	16.7%	Technical, Sales, and Admin. Support
12.9%	10.3%	Service
0.7%	6.0%	Farming, Forestry and Fishing
0.9%	22.1%	Precision Production, Craft, and Repair
4.0%	18.9%	Operators, Fabricators, and Laborers
44.8%	0.1%	Homemaker
4.3%	2.5%	Student
1.1%	5.0%	Unemployed
3.2%	10.9%	Other (mostly too vague to code)

With whom is the child currently living?

Father: 1.5% Mother: 25.0% Both Parents: 65.0%
Foster parents/Guardians: 0.9% Other: 7.7% (mostly one parent and/or other relatives)

No.	Other children in family: Older	Other children in family: Younger	Total in Household
0	37.2%	52.9%	
1	36.6%	35.7%	
2	15.8%	10.1%	6.1%
3	6.1%	1.3%	14.3%
4	3.2%	0.1%	36.9%
5	0.7%		25.4%
6	0.2%		11.1%
7 or more	0.1%		6.3%

Marital status of parent(s)/guardian(s) in the household:
Married: 66.6% Separated/divorced: 19.5%
Single, never married: 8.9% Widow(er): 1.2%
Remarried (one adult is a step-parent): 3.8%

Which of the following are current family problems?
Transportation: 13.9% Unemployment: 16.3%
Housing: 8.0% Health/medical problems: 11.8%
Other major problems: 15.0%

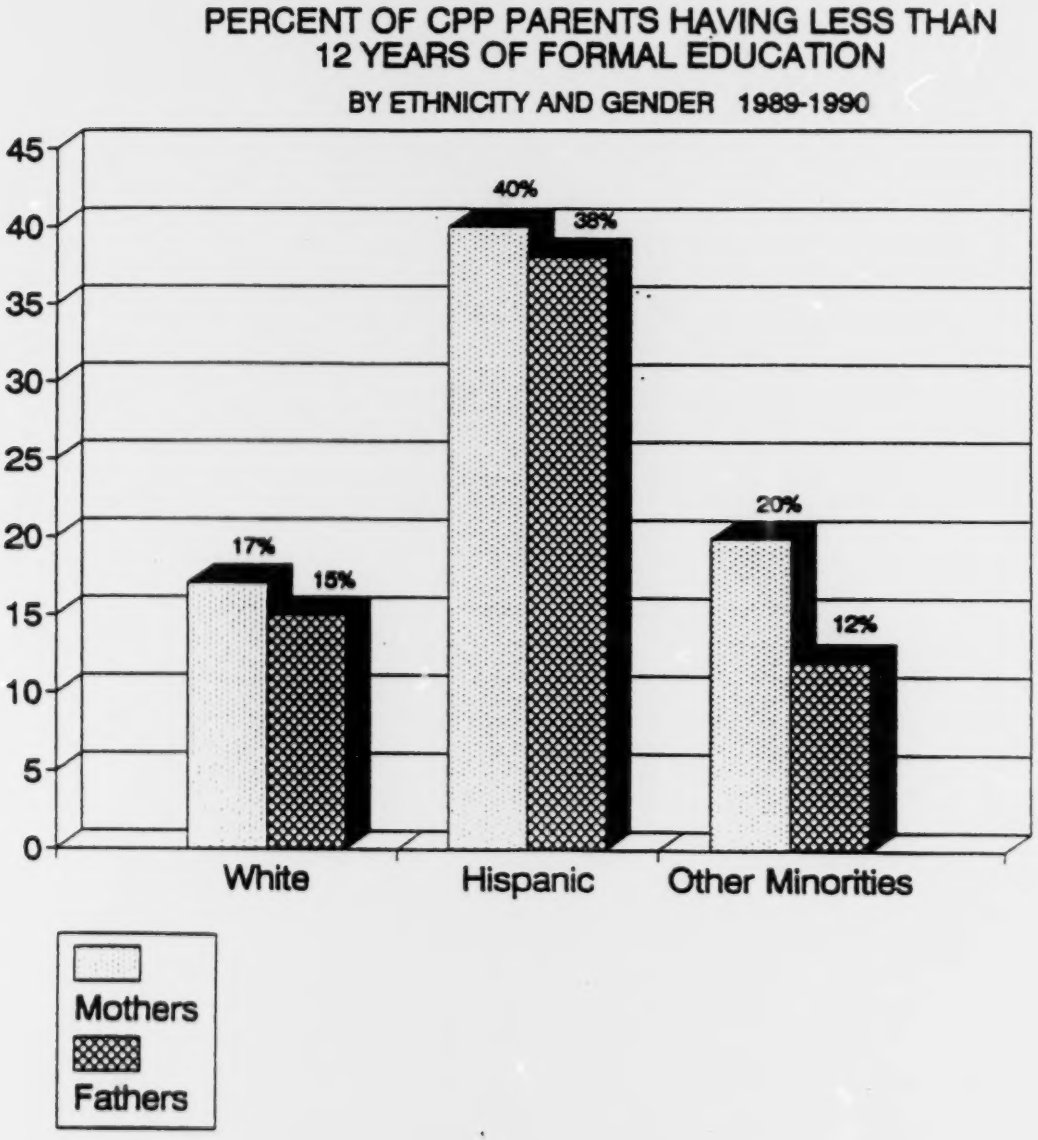
TABLE 3

Total household income

$15,000 or less: 45.7%	$15,001 to $20,000: 19.5%
$20,001 to $25,000: 11.8%	$25,001 to $30,000: 9.0%g
$30,001 to $35,000: 5.7%	More than $35,000: 8.3%

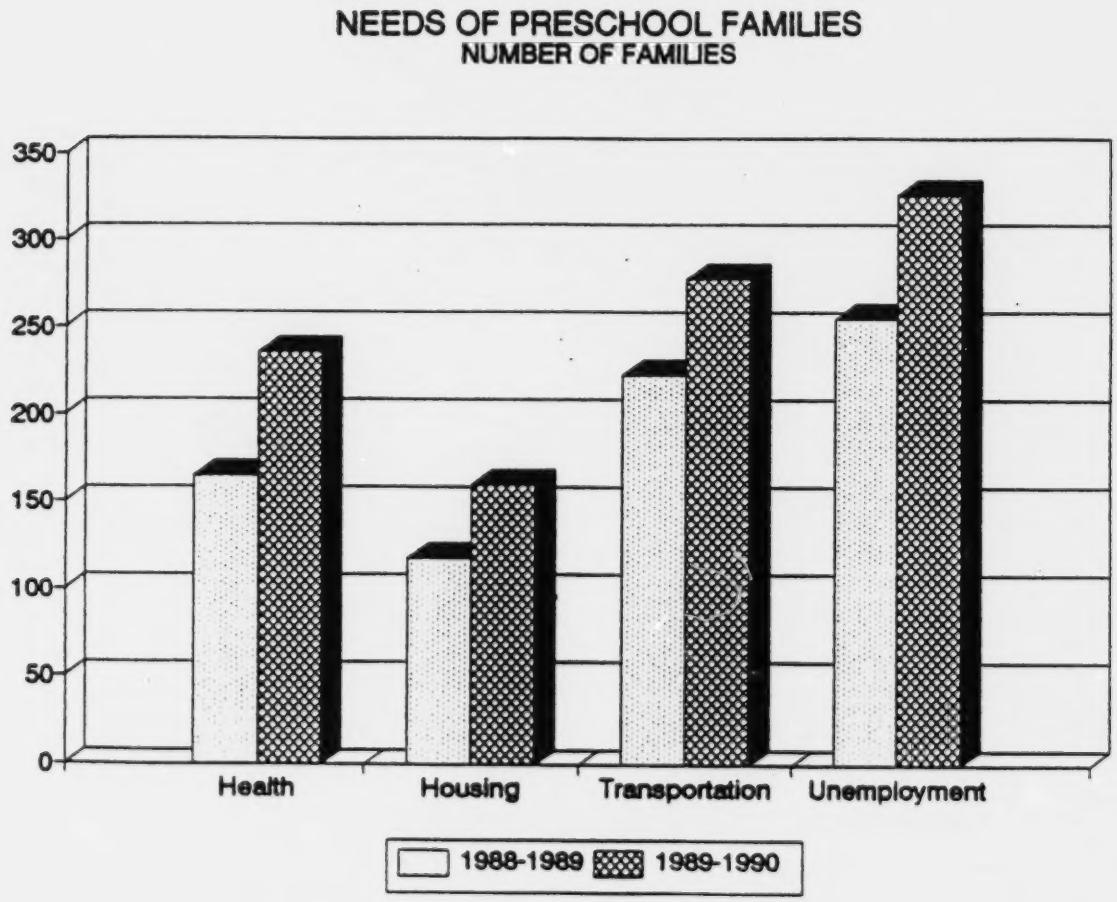
Nearly a quarter of parents (22% of fathers and 26% of mothers) had less than 12 years of education. In Figure 6, the percentage of mothers and fathers having less than twelve years of education is presented by ethnicity of parents; these findings reflect the dropout statistics for Hispanics in Colorado.

FIGURE 6



Parents' responses on the demographic survey (see Figure 7) indicated that many families had current problems in the areas of housing (8%), unemployment (over 16%), health (12%), and transportation (14%). Many who were employed held low-paying and temporary positions.

FIGURE 7

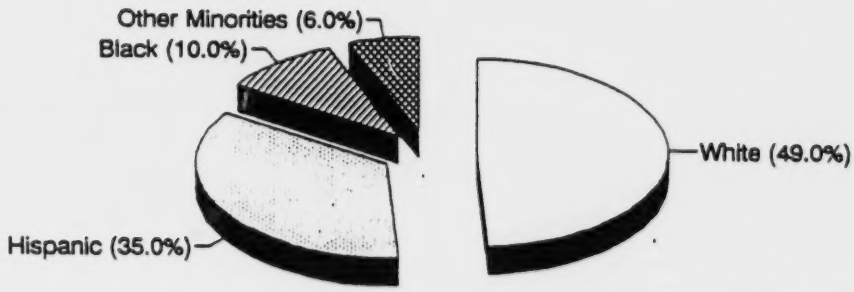


The ethnic background of the families being served varied considerably among individual programs. Overall, more than half in 1989-90 were ethnic minorities (up from the first year program). As shown in Figure 8, more than a third of the children were Hispanic and 10% were Black.

FIGURE 8

ETHNICITY OF CHILDREN

1989-1990



The number of one-parent households increased somewhat from the first year of the program. In 1989-90, three out of every ten CPP children lived in single-parent families. Though those with single fathers more than doubled (N=32), the majority of single-parent families (95%) were still headed by mothers.

More than one in five of the families regularly spoke a language other than English in their homes. In over 300 homes (17%), Spanish is the first language; in 4.2% of the homes, languages other than English or Spanish are spoken.

An estimate of numbers of teenage mothers was obtained from the sample of families in which the child in the preschool program was the oldest child. Over one fourth of these mothers (29.2%) were teenagers at the time of the birth of this child.

2. Parent Participation

Twenty-nine districts submitted information related to parent/family participation. These data varied greatly in terms of quantity, organization, clarity, and format.

Some districts are inviting and enabling parents to participate in a wide array of activities; some are only beginning to involve parents in the preschool program. Only a few districts are involving parents on a wide-scale basis. What also emerges from the parent participation data is an excitement and willingness to continue "partnershipping" efforts between programs and families for the coming years. The following quote represents the spirit of that connection:

> *I myself, as grandparent (guardian), have really enjoyed this program. The staff has gone out of its way to help us in our situation...*

Although many parent participation activities were implemented in 1989-90, districts' agree that building family-school partnerships is an area that can afford to grow. The data on parent participation activities are categorized into four areas: a) communications, b) parent education, c) parent support for programs, and d) parents as partners.

a. Communications

The communications between programs and families were:

Conferences
- orientations
- parent conferences
- parent meetings

Home Visits
- by liaison persons
- by teachers

Phone Contacts
- about children
- about activities
- about services

Written Communications
- newsletters
- notes
- take-home packets
- "back and forth" books

b. Parent Education

Districts supported parent education through direct and indirect means. In some cases, districts offered the education program; in other cases, districts referred parents to existing education programs. The types of parent education reported were:

- parenting classes
- INREAL workshops
- GED courses
- English as a second language classes
- Amnesty classes
- parent education groups
- A Statewide Parent Coalition Conference

c. Parent Support to Programs

The possibilities for parents to provide support to programs are extensive. The types of support most often identified were:

Parent Volunteers

- hosted class parties
- read to classes
- presentation to classes
- made/donated materials
- provided snacks/food
- provided transportation
- child screening
- field trips

Involved with Special Events

- Mother's Day Tea
- Dad's Night
- Family Picture Night
- holiday performances
- end-of-year picnic
- carnivals
- CPP graduation
- academic fair
- Easter party
- potluck dinners

d. Parents as Partners

Although mentioned in district reports, districts submitted limited information regarding the involvement of parents as partners. Their reports included:

- Advisory Councils
  - conducted committee activities
  - developed reports
  - met with parents
  - developed brochures
  - attended school board meetings
- parent satisfaction inventory
- individual teacher/parent plan
- parent/teacher report on transition to kindergarten

Many parents wrote letters of appreciation for the CPP parent-school partnership. Two examples are included.

"I have 3 children, one in middle school, one in 4th grade, and my daughter is in Jump-Start. My two older children were in the Head Start program and I could honestly say that I enjoy the CPP program a lot more. I am fortunate to be a parent that can stay home, so I spend a lot of time as a volunteer in school".

"The CPP strongly urges parent participation. Until I became involved with the program I would never have dreamed of going to school with my daughter. I have seen and experienced how important it is for parents to be involved in their child's education. The teachers can do only so much. It is up to us as parents to help our kids get all they can out of their school years. No one knows our child's abilities as much as we do".

Gloria Chavez

The accounting for parent involvement for 1989-90 was exploratory. In the future, district staff members will need more support to: 1) observe parents and families with a new perspective about what "involvement" is, and 2) determine methods of accounting for it.

3. New Services

Ten districts submitted information specific to new services generated for CPP families for the 1989-90 school year. The positive impact CPP programs have (or can have) on concrete conditions of many families was evident even though only one-fourth of the districts reported data on new services. A significant factor regarding the CPP is that, while many community service agencies and organizations offer families much needed support, the CPP coordinates access for such services. The new services which were generated for the 1989-90 school year could become the standard services for the ensuing years. Whether CPP programs offer direct services to families or whether they offer referrals to other agencies, these human connections enable parents to feel affirmed, increasing the viability of services offered. The preschools offer an inviting "comfort zone" to families because staff and parents see each other on a regular basis.
The following quote by a CPP director exemplifies the sensitivity to parents and families which CPP staff members also feel:

> *We do feel like we have established a trusting relationship with our parents and they do frequently come to preschool with questions that we can help them with concerning lots of aspects of their lives besides preschool.*

An overriding theme in the data on new services to families is that, without leveraging some basic quality of life conditions (medical needs, housing, food, warmth, counseling, clothing, employment), the effectiveness of education for four-year-olds can be only partial. New services reported for families are: a) program services (direct), and b) referrals to community services (indirect).

a. Program Services

The direct program services which were new to families include the following:

- parenting classes
- information on child abuse
- toy lending library
- kindergarten program in conjunction with the recreation department
- monthly cultural activities
- educational information
  - parenting skills
  - good health practices
  - proper nutrition
  - stages of child development
  - communication skills
- parent education groups
- assistance to apply for medicaid
- clothing and food
- delivered a "Welcome Bag" before school began
- transportation before and after school
- literacy program
- brochure outlining community services
- coordination with Social Services
- health assistance
- human resource booklet
- collaboration with human resource organizations to offer summer employment
- hearing screening

b. Referrals to Community Services

Referrals of locations/services were too numerous to include here; however, a sample of referrals to community services includes:

- Mental Health
- Family Guidance
- legal advice on housing
- GED Classes
- Public Assistance
- vision/hearing impairment
- Head Start
- school psychologist
- Health Department
- jobs service
- Women's Resources
- Social Services
- college planning seminar
- Amnesty Classes
- Early Childhood Screening Clinic
- dental service
- counseling (substance abuse, family separations, etc.)
- BOCES Child Find
- child care subsidy
- Child Advocacy Resource and Education

Inasmuch as limited data on new services to families were submitted, it is likely that many new services were offered by districts, but were not reported. Based on the results of data from the 1989-90 school year, two significant considerations for the future are:

- Establish a support system that optimizes the accounting/reporting of new services to families.
- Establish a network mechanism whereby districts can regularly communicate with each other, and by which they can share ideas and resources.

4. Parent Satisfaction

Surveys designed to measure parent satisfaction with the preschool program were received from 34 districts. These forms, available in both English and Spanish, were returned by over 70 percent of the families (N = 1,424). The results of the family survey are summarized across all districts in Table 4 and Figure 9.

The parents perceived their children as liking preschool "very much"; they were also leaning towards "very much" in their satisfaction with teachers' knowledge of their child's needs. The average parent rating was also positive (between "mostly" and "very much") in three other areas: (1) the degree to which their home language is a part of the preschool, (2) parental enjoyment of preschool activities, and (3) the extent to which their child has improved in language/talking over the school year. The lowest ratings were on items which looked at the degree to which family culture is a part of the program and the extent to which parents worked with staff in the program; even these areas, however, were rated as "mostly" satisfactory. Many parents wrote letters describing their appreciation of the CPP. Following are several examples.

> *"I feel the CPP was a very rewarding experience for my daughter. It gave her a love for learning that I hopes she carries for the rest of her life. When asked, "How's school?" all she says is, "I love it!", with a big grin on her face. It is amazing what the CPP on education can do for a child. My daughter is already writing her own stories".*
>
> *Sissy Dennison*

> *"I have had two children in Eastwood School in the last two year. When the first started they were low. As they attended school they have progressed very well. This is a very good program for all children".*
>
> *Lawrence Montez*

> *"The program uses a lot of speech and language. Morgan sings songs to me that she learned in school and also recites nursery rhymes. I contribute his improvement in speech to all of these areas of language that are utilized in the program. There has definitely been a carry over into everyday speech".*
>
> *Cheryl Hinton Lucius*

Programs will expand their evaluation of the parent program in 1990-91 by including additional areas of parent involvement, parent attitudes, and parent satisfaction.

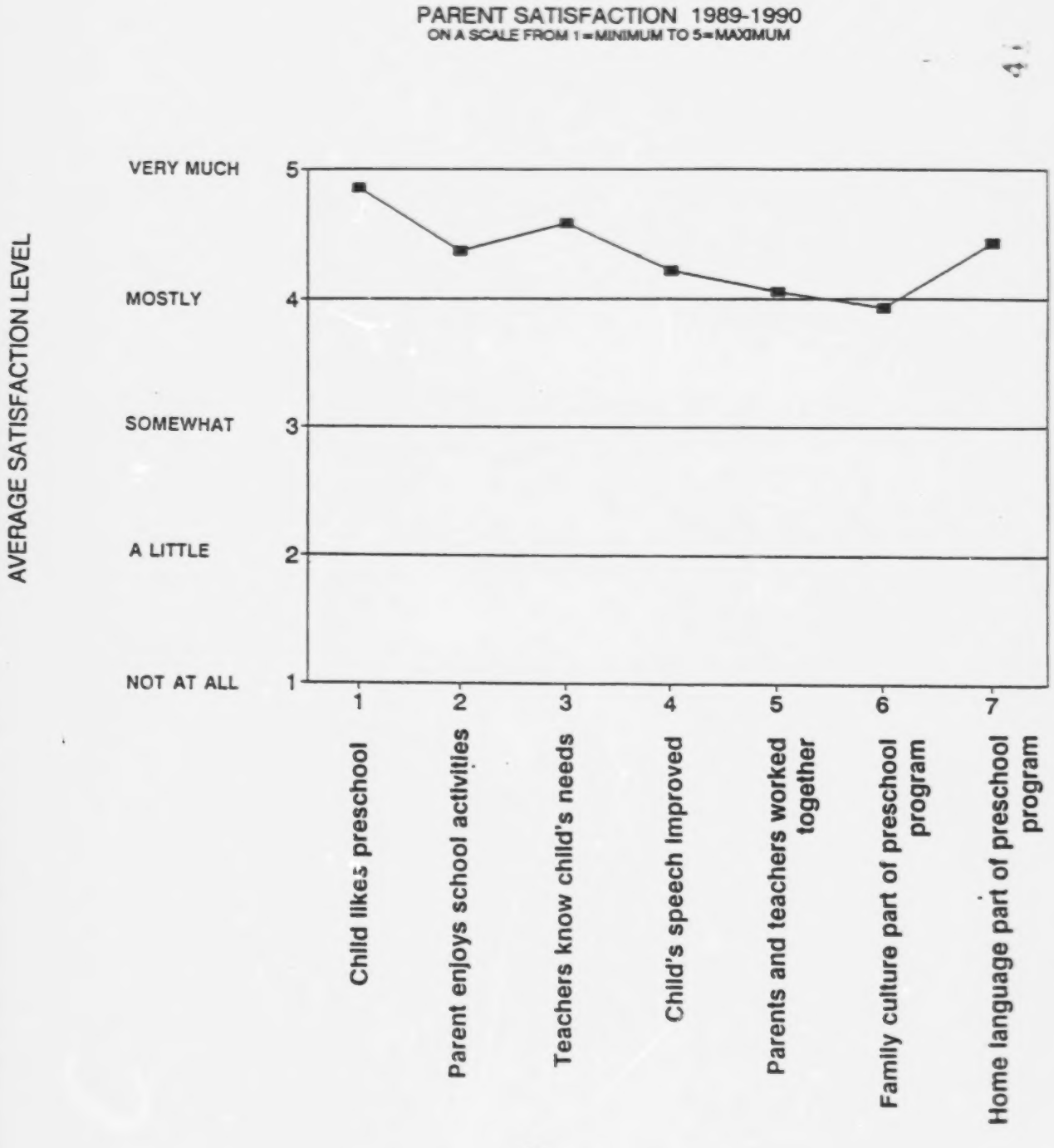
TABLE 4

Parent Satisfaction
1989-1990

	NOT AT ALL	A LITTLE	SOMEWHAT	MOSTLY	VERY MUCH	Total Returns	MEAN (SD)*
1. My child likes preschool		0.1%	1.1%	12.9%	85.9%	1,424	4.85 (0.40)
2. I like going to preschool activities	1.1%	3.2%	12.9%	26.6%	57.7%	1,394	4.37 (0.87)
3. The teachers know what my child needs at school	0.1%	0.9%	4.6%	29.8%	64.7%	1,411	4.58 (0.63)
4. My child talks a lot better than he/she did before starting preschool	2.8%	5.1%	13.8%	23.6%	54.6%	1,405	4.22 (1.05)
5. The preschool staff and I have worked together in my child's preschool program	3.4%	7.2%	16.2%	27.8%	45.4%	1,414	4.05 (1.10)
6. Our family culture is part of the preschool program	4.4%	7.0%	19.0%	31.4%	38.2%	1,381	3.93 (1.11)
7. Our home language is part of the preschool program	2.9%	2.8%	8.2%	21.4%	64.6%	1,400	4.43 (0.96)

* The average (mean) was computed using the following values:
Not at all = 1; A Little = 2; Somewhat = 3; Mostly = 4; Very Much = 5.
The numbers in parentheses are standard deviations.

FIGURE 9


PARENT SATISFACTION 1989-1990
ON A SCALE FROM 1=MINIMUM TO 5=MAXIMUM
AVERAGE SATISFACTION LEVEL
VERY MUCH
MOSTLY
SOMEWHAT
A LITTLE
NOT AT ALL
5
4
3
2
1
1
2
3
4
5
6
7
Child likes preschool
Parent enjoys school activities
Teachers know child's needs
Child's speech improved
Parents and teachers worked together
Family culture part of preschool program
Home language part of preschool program

C. Summary

The training for family-school partnerships and evaluation of the effectiveness of these partnerships was aimed at changing attitudes and perspectives about educator-parent relationships and, also, at developing methods of evaluating the growing relationship. Both goals presented barriers. Rethinking the family-school relationship was a new idea for many preschool staff members. The old belief that the educator "knows best" pervades the educational system, and educators (teachers and administrators) may be unaccustomed to thinking of parents as their partners. A shift in attitude was evidenced from two sources: 1) the educators' satisfaction with their training, and 2) parents' satisfaction with the programs.

The training constraint for developing methods of accounting for family-school relationships was related to the staff members' primary focus on the children. Many felt that there was not enough time to account for the parent aspect of the programs. This was reflected in both the quantity and the quality of data on families as compared to children. However, the training has moved most program staff toward a better understanding of evaluating for the family-school relationship. Programs will need continued support to develop the structures which maintain accountability.

The programs have demonstrated a considerable amount of partnership work this year. Parents have been participating in their children's educational activities as well as pursuing their own learning. For many families, the CPP helped secure resources to meet basic needs.

Over 95 percent of the parents who completed the satisfaction survey indicated high, positive appreciation of the CPP. Staff members were also positive and enthusiastic about expanding the family partnership.

III. ASSESSMENT TRAINING AND OUTCOMES FOR CHILDREN

A. Training for Child Evaluation

To assure that the intentions of the mandate to serve children with language difficulties are met, it is critical that preschool educators identify selection criteria that

allow the children and families with the greatest need to participate in the program. Measuring the gains, both short- and long-term, help to determine program effectiveness.

Training and technical assistance to support district evaluation of child change began during the school year and continued throughout the summer. The evaluation process for program effectiveness with children focused on three areas: 1) validity of selection criteria, 2) child change, and 3) long-term effects.

1. Validity of Selection Criteria

The legislative act provided a conceptual definition of the criteria describing children and families who are eligible to participate in the CPP. Understanding that risk criteria may vary across geographic regions, the CDE allowed each district to define the eligibility criteria for its own population. All program staff (administrators and teachers) immediately recognized the gravity of this task and asked for assistance.

Technical assistance was provided on an individual district basis. Through this support, staff began to understand the concept of validity in selecting the children and families most in need. Understanding of and experience with the concept of validity is the most important aspect of determining valid selection criteria. Care was taken not to provide a hypothetical set of criteria, so that the district personnel could discover characteristics that represent their local communities. In addition to providing technical assistance, a state-wide study of selection criteria was launched. The districts were asked to identify and prioritize the criteria they used to select their children. They were also asked to identify the tools used to measure each criterion. Then, two children from each school were randomly selected for observation by the INREAL staff during on-site visitations. The level of language risk was determined for each child through in-class observation. The results of these observations were then compared with the screening results. The next phase, interviewing the program staff and family about the selection process and decisions about placement for each of the observed children, was not completed before the end of the school year due to the pressing program schedules and summer course preparation by the INREAL staff.

Training for developing selection criteria was accomplished with the staff members through each phase of the study.

2. Accountability for Child Change

The primary goals of the CPP can best be measured in a long-term study. Evaluators will need to look at achievement and behaviors shown in elementary and secondary programs. Of major importance will be an examination of data for grade retentions, placements in special education services, school attendance, academic achievement, and dropout statistics.

The data collected to date allow only for a study of short-term effects. In addition to the data collected through alternate assessment techniques, standardized tests have also been used to obtain information about language skills and general developmental profiles of children in the program. The limitations of standardized testing, however, that have been cautioned by the Congress of the United States and educational researchers in recent years, are greatest in those used in early childhood education. Even the best of current tests and the use of multiple tests will provide only a partial, inadequate assessment of developmental levels and of educational gains, nevertheless, training for evaluating child change and growth was provided for using both methods: a) alternative evaluation, and b) standardized assessment.

a. Alternative Evaluation. The primary intent of this design was to assist staff members in learning alternative evaluation practices for measuring child change. Training for alternative evaluation was provided for the staff members in three areas: 1) observation skills related to child development, 2) portfolio evaluation, 3) case studies, and 4) video tape analysis assessment.

Observation skills are necessary for implementing quality early childhood practices. However, an initial needs assessment identified that before staff members could develop observation skills, they needed information about language development as it relates to cognitive and social development. This training is described in detail in the course description section.

Portfolio evaluation was by far the most demanded subject throughout the training year. The teachers and administrators are enthusiastic about portfolios

and began using them as the training proceeded. Participants are refining their understanding of the types of materials to collect in the portfolio, how the child and parents should participate, and how to manage the data. The next step involves learning how to analyze and synthesize the data to pass on the salient information from the portfolio to the child's parents, administrators, and next teacher. Following is an example of how one teacher and the parents used portfolio evaluation.

> The first day Roberto bounced into school, "Hola, soy Roberto" he said. His parents, too, cordially greeted me, an English-speaking teacher, in Spanish. I knew if Roberto and I were going to communicate, I'd have to learn some Spanish and he'd have to learn some English.
>
> Roberto spent the first few weeks quietly observing, but also participating when he felt comfortable. My meager Spanish wasn't quite enough to help him feel comfortable as a communicator. But, by October he began to play with the other children using one-word statements with actions. I did the same. We sounded a little strange, but we basically understood each other.
>
> Most of the other children, by this time, were integrating their own play along with Roberto's. On one occasion, in the block area, Jason (a non-Spanish speaker) and Roberto were building animal cages together using blocks and rubber zoo animals. As Roberto put the lion into the cage, he said, "Aquí está el león". Jason repeated, "león". Roberto, "Aquí está elefante". Jason again repeated the last utterance, "elefante". Roberto was clearly
>
> providing the lead, and Jason was invested in continuing this new-found connection with Roberto.
>
> After Roberto started to talk with the other children, they became very interested in learning to say words in Spanish. The children created language games with Roberto; he'd give the other children Spanish words and they'd come back with English words. For example, Roberto's parents brought in a tape of Spanish songs and the children used this to create more language games. To the beat of the lively Mexican instrumental tune, the children devised games with objects. Using plastic fruit, Roberto, I, and the other children would chant to the beat of the tune:
>
> - "Me gusta (I like) la manzana (apple)".
> - "Me gusta la pera (pear)".
> - "Me gusta el durazno (peach)".

It wasn't long before that activity became one of our regular repertoires.

The video tapes we made in class documented how, over time, Roberto and the other children were becoming bilingual.

The children's curiosity about language soared; their natural use of language, Spanish and English, became more commonplace.

After several weeks of playing out this new language adventure, Roberto's parents began to bring in samples of words Roberto had written at home (Spanish and English). Then the other children began to make their own word books (really, dictionaries) in school using both languages. Their verbal use of language had naturally moved to written language.

Roberto's parents helped a lot. They worked in the class regularly, and in late fall, a bilingual volunteer came to help support the dual language development for Roberto, as well as the other children.

By spring, Roberto could play with the other children using rudimentary English. He was also writing English. His friends used Spanish, too, but not nearly as well as Roberto used English.

An unexpected outcome, as a result of the attention and support toward Spanish in my classroom, was the other parents' comments about how much their children were cognizant of Spanish in their environment, and how proud the children were of that fact. These parents also experienced their desire to see my efforts continued in the kindergarten classroom. At the end of the school year, Roberto's parents invited me to their home to meet the rest of the extended family. We had a scrumptious enchilada dinner!

Case studies were completed on several children. The case study method of evaluation provides an opportunity to focus in detail on unique aspects of a child's growth, as well as understand a comprehensive picture. The two case studies presented are representative of the problems and changes of many of the children in the CPP.

Case Study #1 - Tommy

When Tommy talked he sounded more like two years old than four years old. "My tuck (truck)" or "Gimme 'at (that)!" Tommy would say to his older brother. He just couldn't seem to use complete

sentences and he also had difficulty saying the sounds correctly. As hard as he tried to communicate, his family had trouble understanding him. He would become very frustrated and angry.

Tommy's family was very concerned and sought help with the Colorado Preschool Program. The teachers and Tommy's family worked together to determine the areas where he needed support. Everyone was in agreement that he needed to work with other children to make gains in language; and that he needed to play in ways that expanded his language.

When Tommy started attending preschool he was afraid and upset because he had never been apart from his family. His mom would come to the preschool too, and by mid-September Tommy was happily riding the bus each day. His mom continued to volunteer regularly in Tommy's class. Tommy's mom said she learned a lot about how important play is for children to learn language. She said, "It is really interesting to watch what they (children) do".

In the beginning he spent most of his time listening to stories read or told to him by the grandmother volunteer. He loved the stories of animals and children. He knew about animals; he lived on a farm and could tell the grandmother about his animals, too. The teachers knew that after Tommy felt comfortable and successful he would venture into the other learning areas in the preschool. By late October he began working in the block area, housekeeping, or sand/water table with the other children. But he had some problems working with the other children because of his language difficulties.

By December, Tommy was already showing improvement in the ability to communicate. During pretend play in the housekeeping area, he picked up a can of pumpkin and said, "I'm going to make pumpkin pie". He was clearly using the materials in his environment to build his language.

January found Tommy comfortable enough with language to pretend writing in his own book. He would try to print his name: " ". He would trace around wheels or puzzle pieces. He was beginning to be aware of the relationship between writing and communicating.

The other children began to ask him to play, because he was more fun to play with. He began to solve problems by talking, rather than hitting. He was confident and capable of explaining his needs to both children and adults.

In particular, his parents noticed that he was more independent. He began to choose the clothes he wanted to wear. He would tell them what he wanted to do, and they could understand him. He could make decisions about taking care of his personal needs, rather than demanding of his parents. He was more self-reliant. He could communicate without being frustrated and angry. His parents said, "It's been a real good year for Tommy and the program has helped him a lot. Thanks for being so wonderful".

Case Study #2 - Susie

Susie lived with her mother, a single parent, and a baby sister. Since Mom worked everyday, Susie stayed with Grandma during the day. At the young age of four, Susie was not a happy child.

Susie's language was delayed. She talked more like a two-year-old than a four-year-old. Besides her difficulty with language, Susie was very much overweight. Other children teased her about being fat. Since Susie didn't have the language to express her feelings when teased, she learned to deal with such situations the best way she could--she became physically aggressive. Susie was bigger and stronger than other children her age, so it was easy to use that to her advantage to let other children know what she wanted.

Susie's mother and grandma didn't know how to deal with her aggressive and unhappy behavior. They thought she was naughty and didn't know it was because she couldn't use language very well. To many uninformed adults, Susie was just a brat.

When the opportunity for preschool screening was presented, Susie's mother was eager for any support she could find for dealing with her frustrating little girl. The language screening showed a 15-month delay in how Susie was able to express herself. She was enrolled in a CPP class.

At first, other children were afraid of Susie. They soon learned that if she didn't like something, she let them know by hitting and kicking. But the knowledgeable teachers understood that Susie was communicating the only way she knew how. They explained to Susie's mother and grandmother that behind Susie's behavior, there was a genuine effort to play with other kids. Instead of punishing Susie for her behavior, the teachers helped by giving Susie the language she needed. When Susie was observed hitting a child after being called "Fatso", the teacher would say, "You don't like being called that. You don't want anyone to call you Fatso." For

the first time, Susie's real intentions were acknowledged and expressed for her.

Susie began to see that the power of using language was even more powerful than physical force. She began talking more. Her language was still not on par with some of the other children, but the more she talked, the fewer problems she had with her behavior. The difference was obvious at home as well as at school. Susie was sharing, interacting, and making friends. Susie began taking more risks when she knew preschool was a safe place. The more she talked, the more her language improved. As her language improved, she made gains in social, emotional, and cognitive development.

Today Susie is in kindergarten. She is living with Grandma and Grandpa. Grandma is very pleased with Susie's growth. Her kindergarten teacher says, "She is functioning well in her class."

Videotape, as a method of evaluation, was used by two districts to account for child change and for program description. Initially, teachers were assisted in procedures for collecting reliable, taped data. Beginning-of-the-year tapes on a sample of children were collected. Unfortunately, training for analyses was never completed because teachers and INREAL staff could not arrange additional training time together.

Videotaping to provide program description was done by half of the districts. The training helped define the purpose of the video tape and provided technical videotaping information. As a result, a composite videotape of the programs was developed as part of the evaluation report.

b. Standardized Assessment. There are no standardized tests that can be used to determine the level of vulnerability a child may have for educational failure. The standardized screening instruments available are designed to identify children who may need special education for a handicapping condition. In addition, the limitations of standardized testing are greatest when used with young children, as noted earlier.

A particular problem with these screening tests used in this study is that they have been developed to provide information about children for placement in

special education or for further diagnostic assessment. While these tools may be reasonable in the identification of children with handicapping conditions, they fail to identify clearly the patterns in other children at risk for educational failure. For example, children with scores within the normal range may, nevertheless, be highly vulnerable to educational failure when there are family demographics that have been strongly associated with lack of educational success.

The purpose in using four standardized screening instruments to identify levels of risk and to account for change in children in the CPP is to assist the program staff in understanding how to identify children who are at risk. Thus, a variety of standardized instruments was chosen. Two instruments that directly test children's language development were used. A third instrument measures overall development, and a fourth instrument depends on parent report of the child's developmental status. The goal of the evaluation design is to develop materials that help educators identify children and families who most benefit from the CPP.

The training for standardized assessment focused on the selection of quality instruments and testing reliability (administration and scoring). Prior to training, teachers and administrators from many programs considered using either "district made" measures and/or parts of a variety of standardized tests to assess child change. Training provided information about test selection criteria and the differences between screening and assessment tools. The districts then chose from four recommended measures.

Another aspect of this training on standardized assessment was to establish reliable administration and scoring of selected measures. Even after the training, many staff members self-reported that they didn't feel confident, particularly in scoring. Several district staff members have requested more training.

Some districts requested assistance in procedures for maintaining records on the children in their programs. For example, there was difficulty knowing how to report when children left or entered the program, and how to report birth dates accurately.

c. Long-Term Effects. The collection of standard long-term, follow-up data is part of the evaluation design. The training for long-term follow-up was done primarily with administrators and parents. At regional administrative meetings, a form and procedures for instituting a long-term, state-wide effectiveness study were developed. The administrators learned first-hand of the issues and difficulties associated with long-term data collection. They reviewed their own record keeping and data collection processes in relation to an efficient collection of long-term data.

At the end of May, the administrators requested that a state-wide, representative group of parents review both the proposed form and the procedures. The parents were enthusiastic and requested that more attention be given to including information from the families about the responsiveness of the educational system.

A pilot study will begin during the 1990-91 school year; to monitor the progress children from the 1989-90 class. These children are now in kindergarten.

B. Data On Children

Each district examined child change in language and other skills by administering at least one of four early childhood measures at both the beginning and the end of the school year. Each of the four is a standardized instrument on which norms have been established and validity studies have been conducted. A Spanish version was available for each of these four screening tools.

The patterns of results were similar for each of the four tests. Large numbers of children showed clear or probable language and/or other developmental delays in their fall (pretest) screenings. The scores in the spring retests, on the average, showed gains beyond those due to maturation alone. Averages at the end of the year indicate that the large majority of children will begin kindergarten in the fall of 1990 on par with their classmates.

The Preschool Language Scale (PLS) was individually administered, usually by a speech/language specialist, to 479 children in 11 districts. Performance in verbal skills

and auditory comprehension was reported as quotient scores (ratios of language age to chronological age multiplied by 100). Additional subscales (sensory discrimination, logical thinking, grammar and vocabulary, memory and attention span, etc.) were used in studying individual profiles. In the fall, the mean quotient score for auditory comprehension was 96.3. The average score on the post test for auditory comprehension was 103.8. The gain in verbal ability was even greater over the year; scores went from an average of 96.6 to 107.7 at the end of the school year. The average scores on both the auditory comprehension and verbal scores at the end of the CPP program were above the 50th percentile for their chronological age. On the average, a child gained about 13 months in verbal age and 11 months in auditory comprehension age between October, 1989, and May, 1990 (seven months).

The results of the auditory comprehension and verbal sections of the PLS were combined for a total language score. Of those children who demonstrated overall language delays at the beginning of the program, more than half (54.3%) showed no delays on their end-of-program PLS total language score. The change in performance on the PLS for children showing language delays on the pretest is presented in Figure 10.

The Test of Early Language Development (TELD) was individually administered to 607 children in 10 districts. A speech/language therapist most often administered the test. The TELD was designed to measure language skills; the items are either expressive or receptive and are related to form (phonology, morphology, and syntax) or meaning (semantics). In the fall, the mean language quotient score was 95.46. On the average, students gained five points; the average on the post test was 100.01. The CPP average at the end of the year was at the 50th percentile of the group of <u>all</u> children of their chronological age. On the average, a child gained about 10 months in language age between October, 1989, and May, 1990 (seven months).

The change in performance on the TELD for children showing delays on their screening results at the beginning of the school year are presented in Figure 11. This pattern was similar to that found with the group using the Preschool Language Scale. One-third of the groups showing delays on the pretest scored in the normal range at the end-of-year screening.

Figure 10

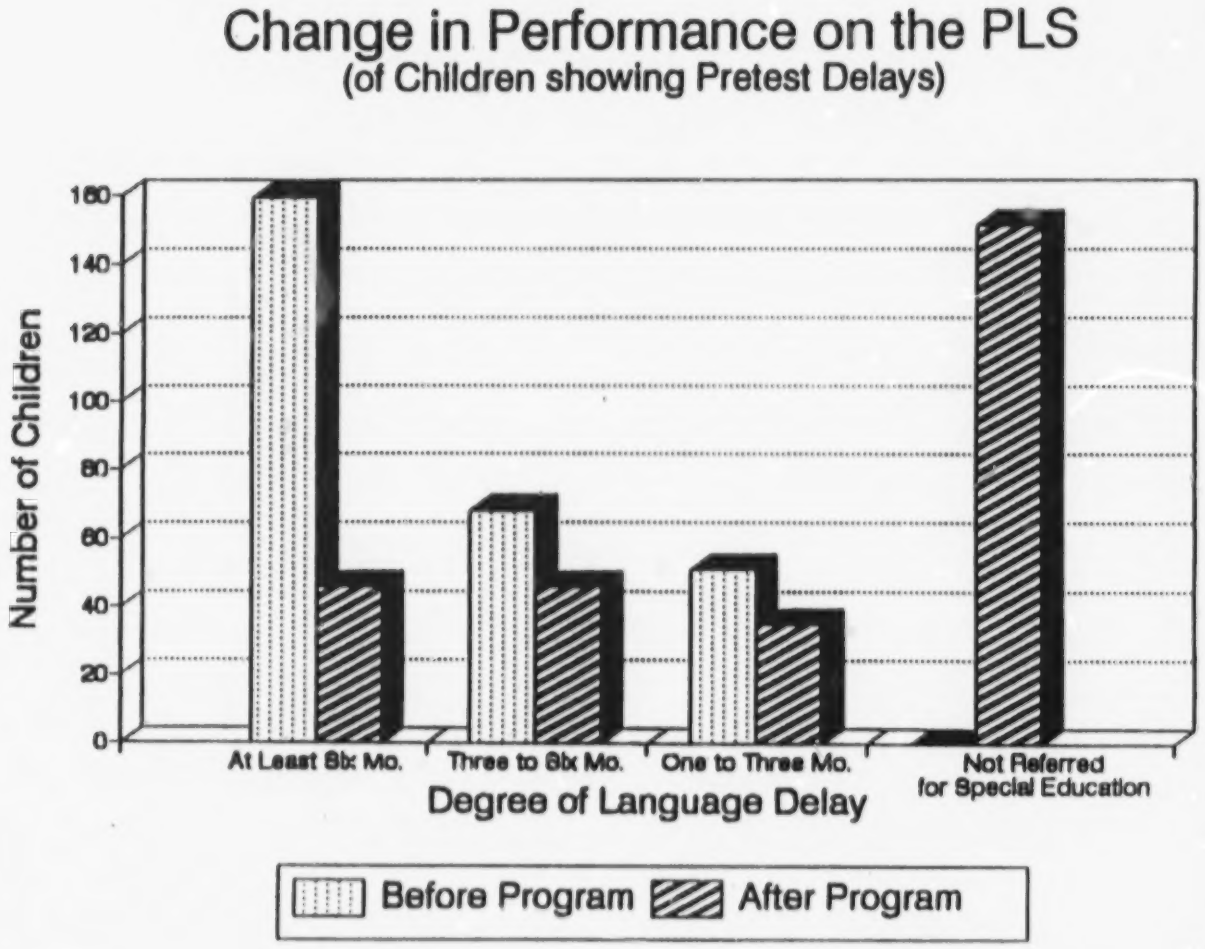
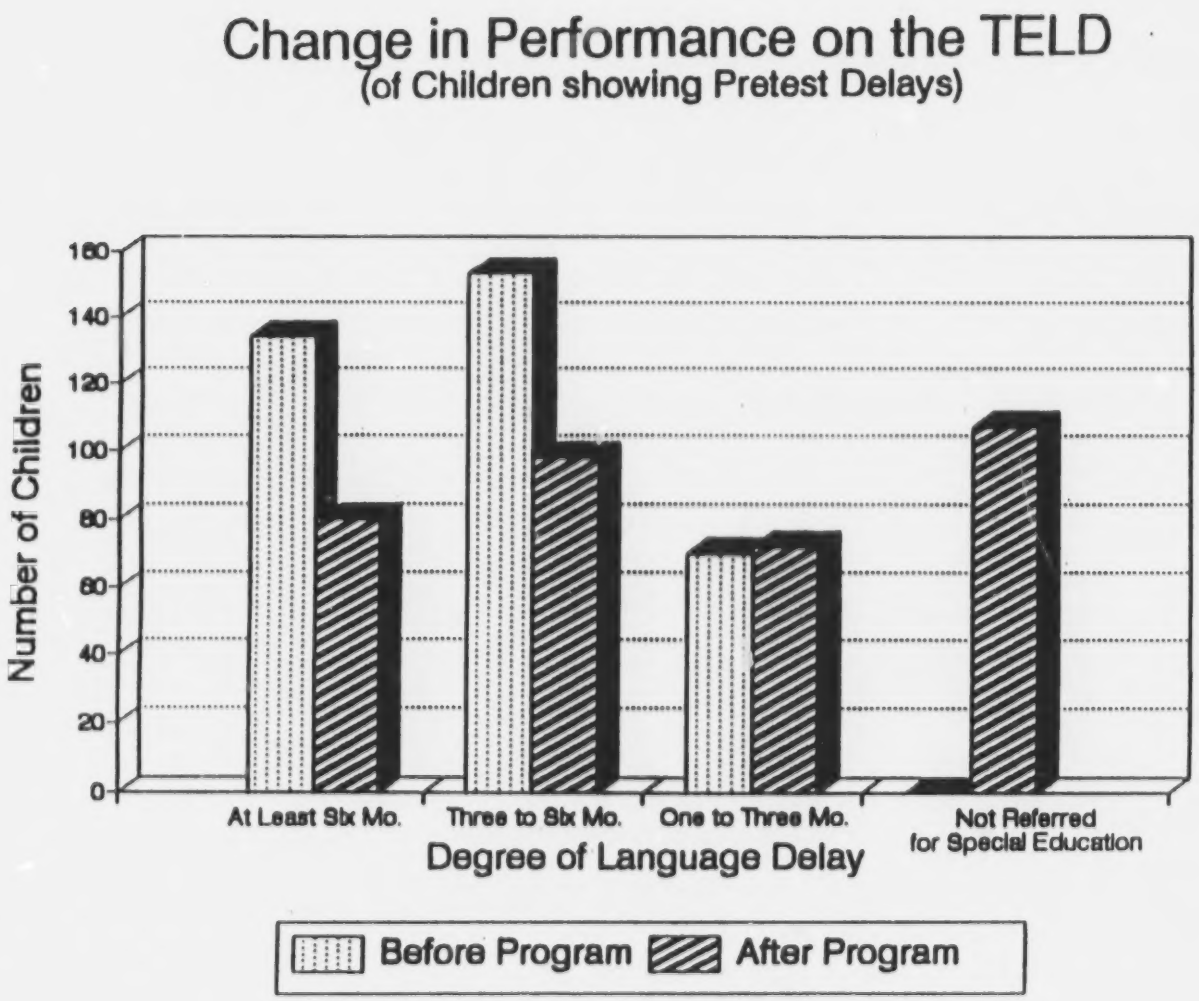

Change in Performance on the PLS
(of Children showing Pretest Delays)
Number of Children
160
140
120
100
80
60
40
20
0
At Least Six Mo.
Three to Six Mo.
One to Three Mo.
Not Referred for Special Education
Degree of Language Delay
Before Program
After Program

Figure 11


Change in Performance on the TELD
(of Children showing Pretest Delays)
Number of Children
160
140
120
100
80
60
40
20
0
At Least Six Mo.
Three to Six Mo.
One to Three Mo.
Not Referred for Special Education
Degree of Language Delay
Before Program
After Program

The Early Screening Inventory (ESI) was used in twelve districts. The ESI, which is individually administered to a child, examines development in language and cognition, visual-motor/adaptive functioning, and gross motor/body awareness. In the fall, 44% of the students had scores which indicated probable developmental delays (scores were not within a normal range for their age). Highly significant gains were shown on the post scores: at the end of the year, nearly nine out of ten students (89%) scored within the normal range (see Figure 12). In Figure 13, the change is shown for those with below-normal scores before the program; by the end of the year, more than three of four children (77%, N = 226) with below-normal scores on the pretest performed within the normal range.

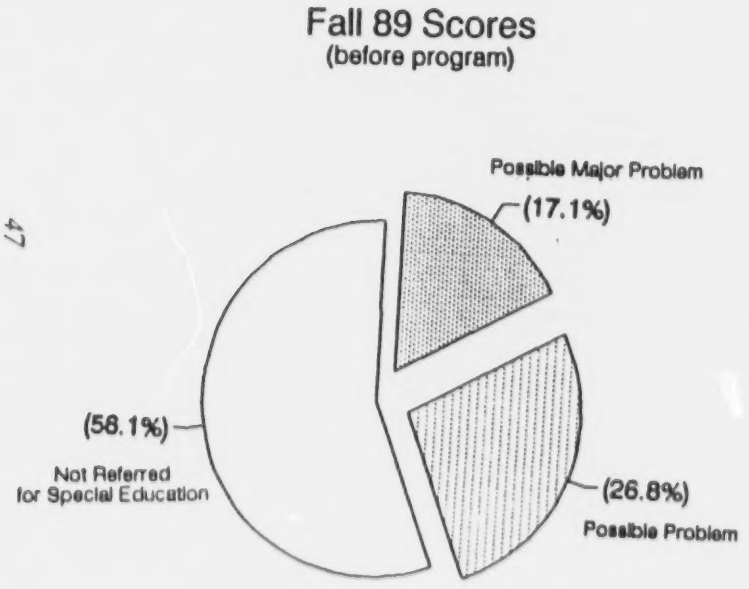
The Preschool Development Inventory (PDI) was used in six districts. Unlike the other three measures, information about the child's functioning is obtained in a structured interview with the child's parents. Like the PLS, TELD, and the ESI, the PDI is also a standardized instrument that was designed to help identify children with general developmental problems that may interfere with their ability to learn. In the fall, 27% of these students had scores of "possible developmental delays" or "major developmental delays" on an assessment of language comprehension and expression, fine and gross motor skills, self-help skills, personal-social behavior, and situation-comprehension skills. In June, all but 7% had moved up to a score that was within the normal range for their chronological age. On the Possible Problems scale, in which the items address specific symptoms of serious problems, three of four children had symptoms of major problems at the beginning of the school year; at the end of the year, less than half were showing any signs of these problems (see Figure 14).

The four standardized instruments were used to measure a variety of language skills as well as other skills that are important for success in the primary grades. On each of the measures, CPP children, on the average, showed significant gains in skills that are essential for success in the primary grades.

Language Quotient scores were obtained in both the fall and spring for nearly a thousand children (N=998) on either the TELD or the PLS. These language scores were further studied along with the family and demographic information on these children. As shown in Figure 15, fall scores were inversely related to number of risk factors; the group means in language skills decreased as the number of risk factors

Figure 12

Change in Performance on the ESI



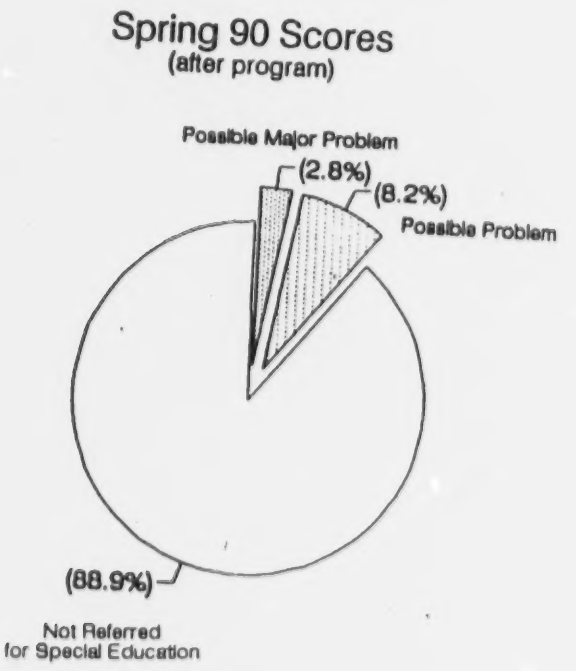


Figure 13

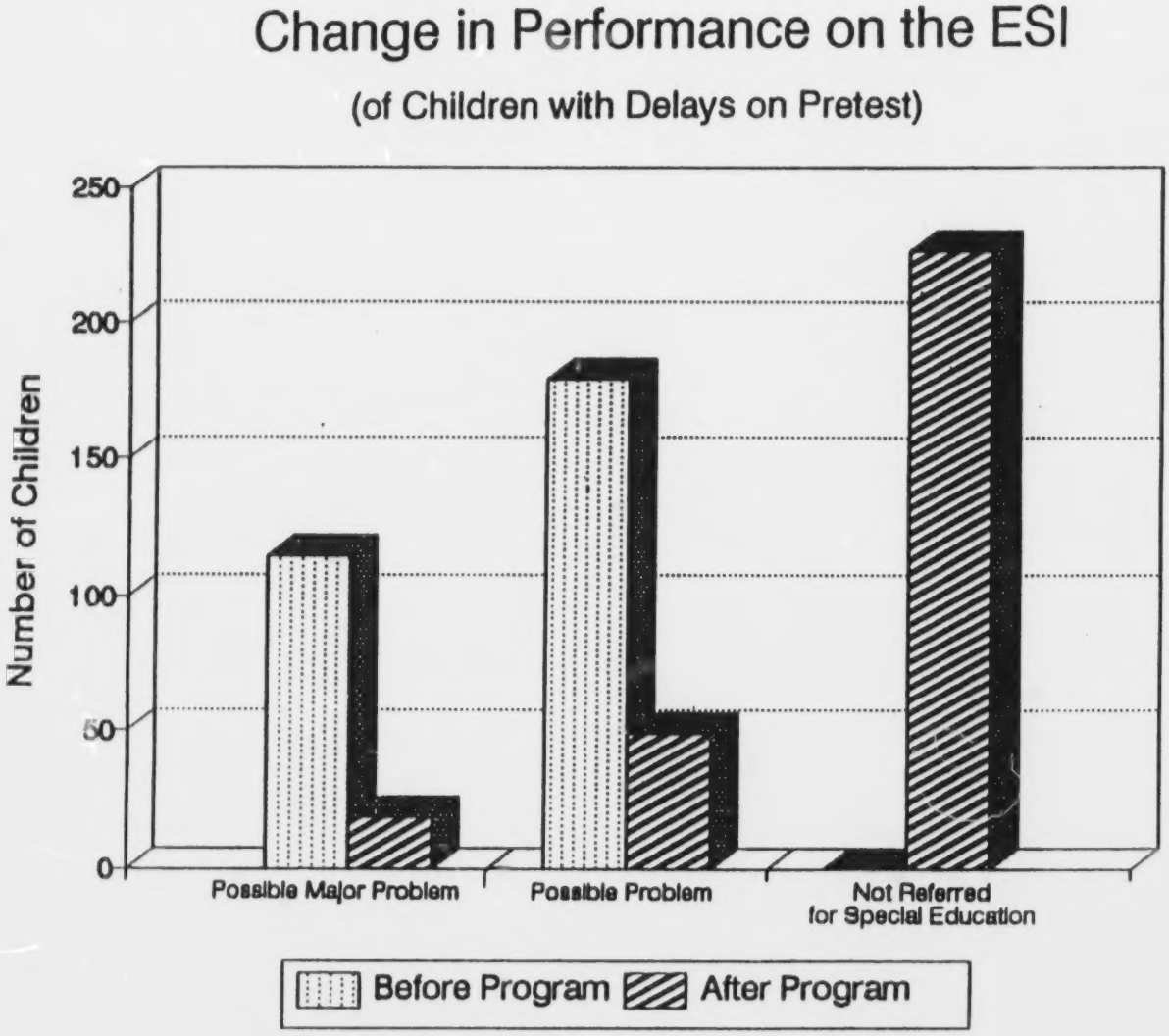

Change in Performance on the ESI
(of Children with Delays on Pretest)
Number of Children
250
200
150
100
50
0
Possible Major Problem
Possible Problem
Not Referred for Special Education
Before Program
After Program

Figure 14

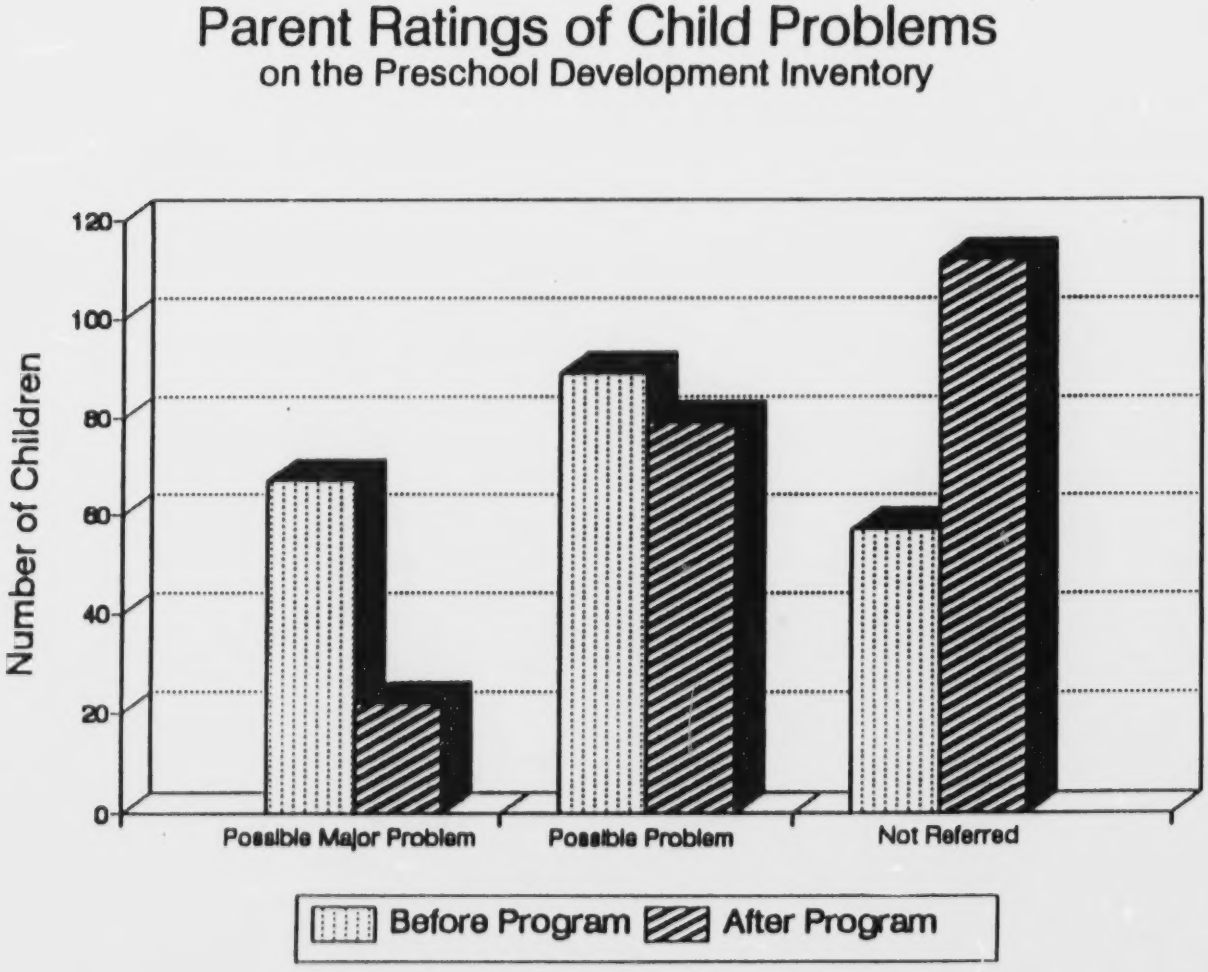
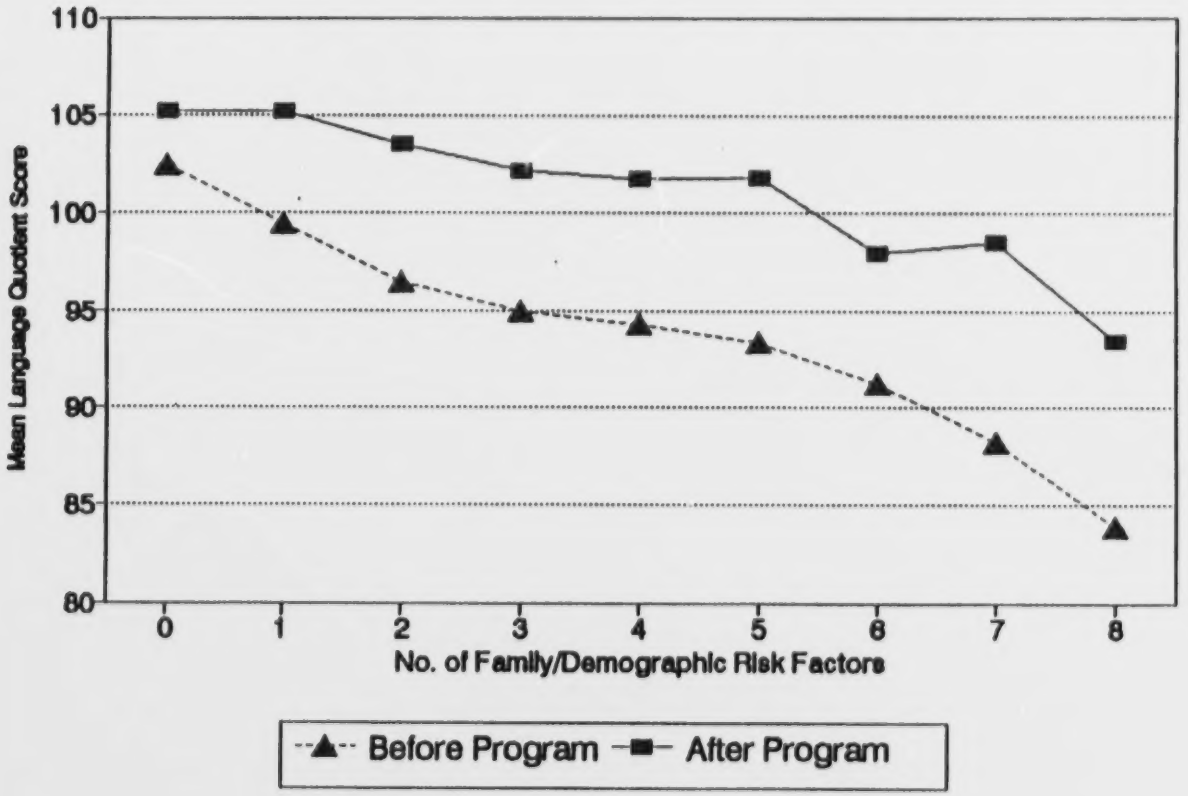

Parent Ratings of Child Problems
on the Preschool Development Inventory
Number of Children
120
100
80
60
40
20
0
Possible Major Problem
Possible Problem
Not Referred
Before Program
After Program

Figure 15

Average Language Quotient Scores at Beginning and End of Year

By Number of Family/Demographic Risk Factors



increased. Gains in language quotient scores were, however, found in each risk factor group. These gains were, positively related to number of risk factors. This suggested that benefits of the CPP were greatest for those with the greatest needs in the fall.

The pattern of results measured by each of the instruments was similar: the majority of children showing language or developmental delays at the beginning of the school year demonstrated gains, beyond those due to maturation alone, after the program. **However, since the purpose of each of these measures is to determine the existence of handicapping conditions, these may not be the most appropriate tools to determine patterns of risk factors in children who are not handicapped.** It is necessary, therefore, to continue to study how best to identify the children and families who can benefit most from the CPP.

IV. OUTCOMES FOR STAFF DEVELOPMENT

From July, 1989 through August, 1990, INREAL provided training and technical assistance in child development, early childhood practices, family-school relationships, evaluation procedures and methods, and transition practices from preschool to kindergarten. In this section of the report, information about training and technical assistance for early childhood practice and program evaluation with CPP site personnel and evaluation of training is discussed.

A. Training and Technical Assistance for Quality Early Childhood Education

To facilitate accessibility of training workshops, the 36 school districts were divided into 5 regional clusters. Additionally, the CPP Summer Seminars: Growing with Young Children were offered state-wide. The training content and process are briefly discussed and a summary of results is presented. The training accomplishments are discussed for: 1) overall evaluation design, 2) community collaboration, 3) families, 4) children, and 5) staff.

1. Overall Evaluation Design

The preschool staff members were introduced to the overall evaluation design and the plan for training them to conduct their own evaluation. The initial phases of the training helped teachers and administrators understand they were not being judged and that they could gain the expertise to evaluate their programs.

An additional focus of this training was to help the staff members understand the need for comprehensive evaluation that accounts for the child's total learning context, (i.e., the children themselves, the family, the school, and the community). The staff members (teachers and administrators) were enthusiastic about the design, but felt somewhat overwhelmed by the prospect of learning how to evaluate program components other than children.

2. Community Collaboration

Training and technical assistance for community collaboration began during the school year and continued throughout the year. Evaluation was accomplished with a mid-year survey and end-of-the-year interview. Training and data collection focused on the advisory councils and types of collaboration among

community resources in creating the preschool classes. This information is described in Section I, Outcomes for Community Collaboration.

3. Families

Training and technical assistance with respect to families began during the school year and continued throughout the summer. Evaluation for program effectiveness with parents and families focused on five areas: 1) establishing family-school partnerships, 2) collecting family demographic data, 3) accounting for parent participation, 4) accounting for new services to families, and 5) measuring parent satisfaction. The training and program effects are described in Section II, Outcomes for Family-School Partnership.

4. Children

Training and technical assistance for evaluation of child change began during the school year and continued throughout the summer. The evaluation process for program effectiveness with children focused on three areas: 1) validity of selection criteria, 2) child change, and 3) long-term effects. The training and program effects are described in Section III, Outcomes for Children.

5. Staff

INREAL worked with preschool staff members to determine their areas of strengths and needs and to provide training tailored to those strengths and needs. The needs assessment included staff self-evaluation as well as classroom observation by INREAL staff. The training formats were varied and flexible.

a. Staff Self-Evaluation

Staff self-evaluation training began with a needs assessment survey completed by administrators, teachers, paraprofessionals, and specialists. Through self-assessment, staff members identified their strengths and areas of needed growth. Then, they identified activities that could meet their needs and determined the outcomes they wanted for themselves. A total of 175 staff members from the districts responded.

The most frequently reported strengths were:

- previous training and education
- previous experience
- working well with children and parents
- relationships with co-workers

The most frequently cited needs were for help with:

- working with parents
- implementing general curriculum
- understanding language development
- organizing program
- meeting special needs

The preferred activities in meeting the needs were:

- classes
- opportunities to observe and work with other teachers
- opportunities to work with parents
- more professional reading and resources

The anticipated outcomes were:

- increased contact with parents
- more knowledge
- changes within classrooms
- improved teaching skills
- more program/administrative support

Following staff self-evaluation, INREAL observed the classrooms to determine other strengths and needs.

b. Classroom Observation

To meet the primary intent of the CPP, staff members must provide developmentally appropriate language learning environments. Three components determine the quality of a preschool program: (a) philosophical framework and curriculum, (b) interaction style that supports language development and (c) classroom environment. During the 1989-90 school year, INREAL staff visited a total of 106 of the existing 189 classrooms in 35 of the 36 participating school districts. Most visits lasted throughout a program day, allowing observation of a variety of activities. Feedback and written summaries of the on-site visitations were provided to each district. The following describes the philosophy, interaction

style, and classroom environment of the programs based on the on-site observations.

Philosophical Framework and Curriculum: According to the National Association for the Education of Young Children (NAEYC), children learn best when they choose and experiment with materials/activities of their interest in a cooperative relationship with teachers and other children. [1] The philosophy that supports how children learn is constructivism. Teachers who practice this philosophy emphasize the child's construction of his/her own learning through meaningful and spontaneous interactions with people and materials in the environment. Children in these classrooms are self-directed, taking responsibility for their own learning. Problem solving, critical thinking, and creativity are promoted through language learning.

Historically, the philosophy of behaviorism has pervaded American education. In a behavioristic classroom, emphasis is placed on teacher instruction through directed activities and question-asking. Children in these classrooms learn fragmented skills from a predetermined curriculum. Learning in behavioristic classrooms promotes compliance, rote knowledge, and inflexibility of thinking. Current research in early childhood education does not support the philosophy of behaviorism.

In the majority of observed CPP classrooms, practices supporting a clear philosophy of learning were not evident. Although some staff members exhibited clear philosophical grounding across all activities, the practice of many staff members indicated inconsistent beliefs about how children learn. For example, an adult may change from being cooperative in one activity to being directive in another. In another example, one adult in a classroom may be interacting cooperatively with children while another adult in the same classroom is directive.

The philosophical frameworks observed are represented in Table 5.

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[1] Bredekamp, S. (1987). Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Washington, D.C.: NAEYC

TABLE 5. Philosophical Framework and Curricula

TYPES	PRACTICES	PHILOSOPHY	# of DISTRICTS
TYPE I:	Child-centered learning	Constructivism	10
TYPE II:	Teaching style varies among staff	Constructivism or Behaviorism	3
TYPE III:	Teaching style of one adult varies across and within activities	Constructivism and Behaviorism	19
TYPE IV:	Teacher-directed learning	Behaviorism	3

Teachers' Interaction To Support Language Development: Language development is supported best by adults who talk with children in natural conversations and allow children to talk as much as the adults talk. Through conversations, adults expand and explore children's ideas, thoughts, and feelings. Question-asking is used only when adults genuinely do not understand. This interaction style facilitates language development because children are allowed to practice talking and thinking. Natural conversation in the classroom reflects a constructivist philosophy.

Traditional instruction focuses on question-answer formats and directives from the teacher, with teachers doing most of the talking. This interaction style promotes short responses to teachers' ideas or activities and prevents children from sharing their knowledge, ideas, and interests. Answering "correctly" takes precedence over critical thinking and problem solving. Children are not encouraged to practice talking and thinking. Teacher's directives and question-answer styles are part of a behavioristic learning philosophy.

Staff members' philosophies were confirmed by observations of interaction styles. Some adults were consistently conversational across all activities.

Some adults were consistently directive and questioning. Most of the adults, however, used both styles depending on the nature of the activity.

- Individual or small group activities such as free time, arrival, playground time, work or play tended to be conversational and mutually directed.

- Large group activities such as opening, closing, show and tell, bathroom and self-help, circle time, and transitions tended to be teacher directed.

To support children in their language learning, it is important that adults use genuine conversation. Language learning is limited when teacher-directed statements and questions deter the flow of natural conversation. From observations, it appears that children's language learning could be improved by:

- increasing adult use of conversation;
- decreasing adult use of questions and directives;
- allowing children to talk about their interests with other children and adults; and
- increasing adult support of first language learning.

Physical Environment: Children acquire knowledge when they are provided opportunities for interactive, active, direct, and first-hand experiences with other people and materials in their environment. Environments of early childhood programs support children's learning when there is adequate space in which children can move, explore, construct, and create through meaningful play. Materials within the environment engage children in spontaneous activities that arouse their natural motivation to "figure something out". Truly child-centered environments foster independent thinking activities as well as physical activities.

During the on-site visits, the facilities were observed for adequate space and child-sized furnishings. Also, materials were considered in terms of quality, quantity, and accessibility to children, including materials which facilitated oral and written language development.

Overall, most sites provide adequate facilities. Some sites are small and could be improved by being larger. Several sites do not have access to water/toilets in

their modular units and others are still gathering child-sized furniture. Some sites, aware of their environmental shortcomings, will move the preschool to a new location for the 1990-91 school year.

The materials at most sites are appropriate for four-year-old children. At many sites there is a need for more materials. Most sites could benefit from materials that are from the children's environment (indigenous to the local areas), materials that encourage creative, hands-on play, and materials that foster literacy, math, and science.

Summary

Both self-evaluation and classroom observation indicated needs in general curriculum and language development. These are critical in developing high quality early childhood education.

The teacher's interaction style and the classroom environment both influence the types of experiences children have, and both are shaped by the teacher's philosophy. In many programs, adequate materials are available and teachers interact naturally with children. However, to offer experiences which truly facilitate language development, educators must listen to themselves and evaluate the impact of their language on children.

c. Course Descriptions

The information gained from classroom observations and self-evaluations were used in designing and tailoring the course work and technical assistance.

Language Development. All CPP staff were encouraged to examine their beliefs about how children learn language and how they support those beliefs in their everyday practice. These beliefs were then shared with each other as the basis for establishing a unified philosophy for a program or district.

Theories of language development were studied and participants examined their beliefs in relation to accepted developmental theories.

After completing this class, one teacher commented,

> *Sharing beliefs really helps me either confirm or question my own beliefs. I like that challenge. It keeps me on my toes to practice what I say I believe!*

Other activities to promote a better understanding of language development included observations of language in the natural context of play, an examination of the relationship between oral and written language, and procedures for documenting progress in oral and written language.

As staff and parents became more involved in these activities, they became more aware of their critical role in the development of children's language. As one participant stated:

We need to allow children to release the language in themselves.

Behavior Problems. Behavior was examined in the context of child development. Once again, CPP staff were asked to look at their own beliefs about children's behavior and examine those beliefs in the context of theoretical frameworks. Participants came to the conclusion that children's efforts to meet unfulfilled needs are frequently misinterpreted as behavior "problems". A model to support children who exhibit "need-fulfilling behaviors" was developed by participants. The participants realized how important it is to look at themselves and how they interact with children in relation to children's behavior. The model emphasizes interacting in ways that allow children to be equal partners in solving problems. From this model, participants generated action plans for their classrooms. Teachers appreciated the thoroughness of the information in this class. One teacher said:

This class was great. I learned and unlearned a lot.

Motivation, Self-Esteem, and Social-Emotional Development. In this course, CPP staff members and parents explored the relationship between intrinsic motivation and self-esteem in the learning process. Developmental and theoretical information was related to the participants' understanding of motivation and self-esteem in their own learning experiences. Observation of children's behavior while accounting for one's own biases was emphasized. Participants learned to use different forms of observation and interpretations of behavior. All participants developed action plans to support children's intrinsic motivation and self-esteem. The teachers gained insights into the ways they relate to children. One teacher observed:

I realized I need to listen to children more...

Multicultural /Multilingual Child. Participants were supported in examining personal acculturation experiences to explore the universality and the power of culture. Through this exploration, the CPP staff members gained better understandings of culture and cognition, and theoretical and practical knowledge of second language/culture acquisition. The CPP staff members also focused on the nature of appropriate evaluation in a pluralistic society. As staff members became more involved in personal explorations, they became more sensitive to the need for supporting multicultural/multilingual education and explored ways to begin in their own classes. The participants designed and planned strategies to support the development of multicultural/multilinguistic competence in today's society. The participants agreed with one teacher who said:

...Should be a required course. It has really helped my professional growth.

Storybook Journey. This workshop helped CPP staff members develop an integrated approach to building language and literacy in young children through the use of story themes. The vital roles of child developmental levels, play, encouragement, materials, and interpersonal relationships were emphasized. The staff members also had opportunities to develop strategies for forming parent partnerships and collecting literacy information on a child's progress through the

use of portfolios. Teachers appreciated this course. They said:

Many good practical classroom ideas. I'm excited about implementing the ideas in my classroom.

INREAL Strategies for Mathematics. CPP staff members who participated in this course discovered that math is more than counting. They explored the developmental issues related to learning math and identified their own beliefs about how children learn math. Emphasis was placed on children's intrinsic motivation and autonomous exploration. This course helped staff members become more informed observers. Participants developed math materials appropriate to young children's levels of thinking and language.

Science for Young Children. In this course, CPP staff members learned to extend children's learning of science with appropriate environmental materials and independent activities. Developmental information was integrated into hands-on activities. The participants were enthusiastic about the learning in this class. Several teachers said:

[I now have an] understanding of how science is part of everyday living.

Portfolio Assessment. A growing dissatisfaction with standardized tests has led to a search for alternative methods of evaluating children. One method explored by CPP staff members and INREAL was portfolio evaluation. Portfolios were viewed as a way to "value" children's products, performance, or knowledge in a comprehensive and natural way that no test can match. Within the portfolio context, participants used a variety of techniques to examine specific skills and, yet, display a picture of the whole child. They learned what to collect and how to analyze it in ways that are meaningful to the child, the parents, and other educators.

They also explored ways of supporting children in evaluating their own work. The participants agreed:

This class is going to be a great help in my teaching this year.

Transition to Kindergarten. Maintaining the language gains made by the preschool children is dependent upon the quality of developmentally appropriate practices in kindergarten through third grade. Teams of preschool through third grade teachers, administrators, and parents participated in training to begin to implementing coordinated services and practices for preschool and early elementary education. One first grade teacher found the work useful. She said:

> *I gained an understanding of how important language is.*

High Scope Curriculum. This course helped CPP staff members learn how the High Scope curriculum supports active learning through room arrangement, daily routine, and plan/do/review. It also included key experiences of classification, seriation, number, language, representation, space, and time. Assessment of children using the key experiences was also provided. The staff members had an opportunity to actively practice and participate in the learning experience.

> *I can't think of any way to improve it (High Scope workshop) except to perhaps to have more time (days, weeks, months).*

INREAL Specialist Training. Self-evaluation by staff was an integral part of all CPP training. Specific training for self-evaluation was accomplished through intensive INREAL training. The INREAL Specialist course developed the teachers' awareness of their own interaction styles and, thus, their impact upon children's learning. The teachers involved found the course valuable. The comments of two teachers reflect the general perspective of the class participants.

> *As a result of this class and INREAL training in general, I anticipate several changes in how I interact with children and consult with teachers in the coming year and in the future...This class has greatly changed my understanding about children's motivation to learn.*

B. Data On Staff Development Outcomes

1. CPP Attendance in Staff Development Activities

During the school year, the ten one-day regional workshops were attended by a total of 303 staff members from 36 districts. Staff members from 20 CPP districts, including kindergarten through third grade teachers, attended summer courses. Attendance of the summer courses was 180; this figure reflects persons who attended more than one class. Table 6 presents summer attendance data by district. Table 7 presents the attendance for each of the summer classes.

Table 6

District Interest/Registration/Attendance

1989-90

District #	Interest	Registrations	Attendance	
			Preschool	Other
1	12	2	2	
2	14	1	0	
3	1	2	0	
4	1	1	0	
5	64	58	22	27
6	6	0	0	
7	24	20	5	5
8	1	0	0	
9	4	13	6	3
10	7	14	5	
11	16	20	17	1
12	0	0	0	
13	16	9	3	4
14	0	0	0	
15	1	2	0	1
16	0	1	0	1
17	8	4	1	
18	7	14	10	
19	0	0	0	
20	3	14	9	3
21	0	0	0	
22	2	3	1	
23	7	4	0	
24	8	1	2	
25	1	2	0	
26	2	0	0	
27	21	10	6	
28	1	3	1	
29	6	0	0	
30	6	15	3	6
31	0	0	0	
32	0	19	13	2
33	1	2	1	
34	0	0	0	
35	1	1	1	
36	3	4	4	

Table 7

Interest/Registration/Attendance by Course

1989-90

Course Name	Interest	Registration	Attendance
INREAL Training	82	24	20
Math in Preschool	72	9	4
Storybook Journey	78	35	29
Motivation, Self-Esteem, & Social-Emotional Development	123	11	5
Science in Preschool	78	23	16
Learning to Play; Playing To Learn	86	6	CANCELED
Parents and Families	43	37	19
Language Development	70	17	7
Behavior Problems	106	17	15
Portfolio Assessment	68	56	40
The Multicultural Child	N/A	18	11
High Scope	N/A	N/A	15

2. Course Evaluations

All participants in summer CPP courses were asked to complete a confidential course evaluation immediately following the completion of the course. Students were requested to rate the usefulness of the materials and information in each content area, the organization of the course, the teachers' understanding of the content area, the explanation of concepts and the presenters' responsiveness and sensitivity to the participants. All ratings were on five-point scales that were scored from one (lowest score) to five (highest score). The students were also asked to rate the class on overall presentation and to give comments about strengths, needs, and summaries about what they learned in the course. These reports were then summarized by categorizing open-ended responses, computing descriptive statistics on open-ended as well as five-point items, and then looking for possible differences among classroom teachers, paraprofessionals, administrators, specialists, and parents. Modifications in courses are based on a thorough review of these results.

Though a summary was prepared for each of the ten courses offered during the summer, 1990, the results collapsed over all courses is presented in Table 8. On the average, students rated all areas between "good" and "excellent"; highest satisfaction was found in instructors' responsiveness and sensitivity to the audience and lowest ratings were in the organization of the material.

An additional evaluation of courses was required by CDE for those students desiring CDE credits for professional re-certification. This evaluation was completed by 45 students in eight courses held during the summer of 1990. The results, presented in Table 9, show that students were very positive about all aspects of these courses; the average score on each item was above 4.5 on a five-point scale that was scored from one (low) to five (high). All respondents felt that the inservice courses were valuable and should be repeated for other professionals.

TABLE 8

INREAL CPP COURSE EVALUATIONS

Results of All Courses In Summer, 1990

	NOT USEFUL			VERY USEFUL		MEAN
1 How useful was the material and information presented	1	2-6 1.3%	3-65 13.9%	4-138 29.6%	5-258 55.2%	4.39 (0.76)
	POOR				EXCELLENT	
2 The organization of the information presented today was:	1	2-1 0.6%	3-15 9.1%	4-61 37.2%	5-87 53.0%	4.43 (0.68)
	LACKING			VERY KNOWLEDGEABLE		
3 The presentors' understanding of the material was:	1	2	3-5 3.0%	4-31 18.9%	5-128 78.0%	4.75 (0.50)
	VAGUE			VERY CLEAR		
4 The explanation of concepts was	1	2-1 0.6%	3-17 10.4%	4-55 33.7%	5-90 55.2%	4.44 (0.70)
	POOR				EXCELLENT	
5 The presentors' responsiveness and sensitivity to the audience was	1	2	3-3 1.8%	4-28 17.1%	5-133 81.1%	4.79 (0.45)
6 Overall presentation rating was	1	2	3-9 5.6%	4-45 27.8%	5-108 66.7%	4.61 (0.59)

TABLE 9

SUMMARY OF PARTICIPANT EVALUATION OF INSERVICE FROM STUDENTS IN SUMMER COURSES*

	Rated Low				High	AVER.
1. Were the objectives, goals, and requirements of this course well-defined and specified?	1	2	3	4-12	5-33	4.73 (.45)
2. To what extent were the course objectives attained?	1	2	3	4-11	5-34	4.76 (.43)
3. To what extent was the content of this course well-organized and sequentially developed to assure optimum learning?	1	2	3-1	4-10	5-34	4.73 (.50)
4. To what extent has this course contributed to professional development?	1	2	3-1	4-8	5-36	4.78 (.47)
5. To what degree will the participants be able to incorporate what they have learned into their assignments?	1	2	3	4-13	5-32	4.71 (.46)
6. How does this inservice compare with similar college courses with respect to professional development?	1	2	3-1	4-9	5-35	4.76 (.48)
7. Was the subject matter presented effectively by the instructor?	1	2	3-1	4-6	5-38	4.82 (.44)
8. Did the instructor exhibit broad background and knowledge of the subject matter?	1	2	3-1	4-5	5-39	4.84 (.42)
9. Rate the materials used (text, films, handouts)	1	2	3-2	4-11	5-31	4.66 (.57)
10. How would the participants rate the course in recommending to another?	1	2	3-1	4-8	5-36	4.78 (.47)

Should this course be repeated? Yes 100%

*This evaluation was completed only by students receiving Colorado Department of Education re-certification units (no college credits).

C. Summary

INREAL Outreach Education Center Staff, with the support of the Piton Clayton Foundation and the Colorado Department of Education, designed a comprehensive evaluation process for the CPP, and provided training and technical assistance to the CPP staff members from July, 1989 - August, 1990. The intent of the program was to assist district staff members in acquiring the knowledge and skills needed to conduct local program evaluation.

The staff development program developed by INREAL was provided locally, regionally, and state-wide. The learning formats included intensive courses, consultation, technical assistance, workshops, conference sessions and independent studies.

The wide variety of CPP and/or CPP-related personnel who participated in the training processes included parents, preschool through third grade teachers (public and private), administrators, paraprofessionals, specialists (speech-language clinicians, psychologists, nurses, librarians), and some community members.

The results of this first year-long program indicate results that are encouraging. Much has been learned through assisting educators in becoming knowledgeable about evaluation. Following are some overall results and learnings:

- The educators and parents involved in the learning process are enthusiastic about becoming responsible for evaluation.
- The educators and parents have demonstrated new learning and skills for implementing evaluation.
- The process of learning how to do evaluation is developmental.

  Phase 1 - acknowledging and reducing the fear and intimidation associated with evaluation.

  Phase 2 - gaining a comprehensive, integrated perspective about evaluation.

  Phase 3 - increasing knowledge in content areas (i.e., child development, family systems, collaboration) to ensure valid and relevant evaluation.

  Phase 4 - gaining the skills/methods to implement relevant evaluation.

  Phase 5 - gaining the skills to analyze evaluation data.

  Phase 6 - gaining the skills to integrate evaluation results for program change or improvement.

The district personnel are developing the skills and knowledge in Phases 3 and 4.

- Learning is most effective when it is tailored to the developmental level of each program's staff.
- More individualization for district training programs is required for urban districts because of large staff numbers and communication constraints.
- The community members on advisory councils involved with the CPP are moderately involved and aware of educational evaluation issues.
- Support to CPP staff members will need to continue, if they are to become fully competent and confident in implementing evaluation.

The results of the training have been formally evaluated, and the evaluations from the workshops and courses, as well as staff's reflections in journals, indicate an appreciation and understanding of the information that was shared. Papers and reports on observation of the participants additionally revealed growth in understanding both child development and observation skills. One teacher expressed in writing what many said:

> *Again, I'm very impressed with the classes and teachers. I've gained more this summer than in all six years of higher education! Truly! I've challenged myself to think, to use my brain - to be autonomous - and I do feel successful. I enjoy the closeness that we all gain: among class members and between teachers and students. It's been great! Thanks.*

V. DISSEMINATION

The dissemination activities have included professional conference presentations, technical and policy reports and training and technical assistance for all program components. Interest in the CPP, from local to international levels, has focused on five program component areas: 1) family-school partnerships, 2) language and communication-based learning environments, 3) identification of young children at risk for educational failure, 4) training of preschool staffs to conduct evaluation, and 5) comprehensive evaluation processes.

A. Local Dissemination

Information about the CPP has been shared at several state-wide conferences over the past year. Some of these conferences include: 1) Colorado Association for the Education of Young children; 2) Colorado Association for Bilingual Education; 3) Hispanic Agenda; 4) LARASA; 5) Colorado State-wide Parent Coalition; and 6) Colorado Chapter 1 Parent Conference.

Policy and technical reports on family-school partnerships and evaluation have been shared with seven school districts who are not participating with CPP. Training and technical assistance has been provided to 12 districts and agencies (public and private) that are interested in developing, expanding, or improving preschool programs. Training has also been provided to two university faculties and about 100 university students in education.

B. National Dissemination

National conferences have also been a vehicle to share information about the program. Two invited presentations were conducted by CDE and INREAL staff at the National Dropout Prevention Conference in Nashville, Tennessee. Other conference presentations included: 1) Family Resource Coalition Conference in Chicago; 2) National Association for the Education of Young Children in Washington D.C.; and 3) International Conference on Learning Disabilities in Austin, Texas. Additionally, information about CPP has been shared with a National Policy Academy on children and families.

Training and technical assistance about the components of the CPP has been shared with school districts and agencies in eight states. Information shared at the collegiate level has encompassed both undergraduate and graduate levels, including faculty members at the Harvard Graduate School of Education.

C. International Dissemination

Conference papers about the Colorado Preschool Program were presented from Europe to the Orient. INREAL and CDE staff shared this information at the following conferences:

- Children's Literature Conference, Madrid, Spain;
- World Educator's Conference, Tokyo, Japan;
- Frederico Froebel School, Oaxaco, Mexico;
- Japan INREAL Conference, Osaka, Japan;
- Conference on Korean Special Education, Seoul, Korea;

The interest in this program has caused the National Dropout Prevention Association to consider Colorado as one of five states to demonstrate a model of quality early childhood education for dropout prevention.

VI. BENEFITS AND RECOMMENDATIONS

BENEFITS OF THE COLORADO PRESCHOOL PROGRAM

The Colorado Preschool Program is improving the lives of children and families. Many of the benefits will be seen in the years to come, but positive changes are also visible today. Here are some of those benefits:

- Communities are supportive of quality early childhood education and services to young children and their families.
- The Program is serving children and families whose needs are associated with educational failure.
- Preschool staff members are committed to working with families.
- Preschool staff members are working to provide optimal language learning of language skills.
- Children are showing gains in their language and communication skills and are becoming more independent learners.
- Families are participating in their children's preschools and are very satisfied with the programs.
- Families and preschool educators are committed to building partnerships.

RECOMMENDATIONS FOR THE COLORADO PRESCHOOL PROGRAM

Parents and educators from the Colorado Preschool Program applaud the efforts of the Colorado legislators in creating this program for at-risk preschool children. They would like to see this support continued and expanded. In this spirit, the following recommendations are made to the General Assembly:

- Establish and maintain preschool programs based on National Association for the Education of Young Children standards.
- Maintain eligibility criteria so that children with a variety of risk factors can be served based on local conditions.
- Integrate preschool programs so that students do not become "labeled" or stigmatized.
- Support the development of children's first and second languages.
- Support the continued growth of Family-School Partnerships.
- Continue training opportunities to assure well-qualified early childhood educators.
- Support program innovations which increase opportunities to work with families.
- Identify exemplary programs that can be resources to educators and others interested in quality preschools.
- Provide sufficient funding for the program to be fully implemented, expanded, and evaluated.
- Follow the progress of students/ families through high school to study the meaningful effects of the program.